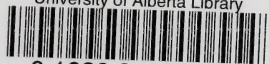


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FRENCH



MODULE 5 LES VÊTEMENTS



Learning
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LEARNING

French 13

Module 5

Les vêtements (Clothing)

French 13
Student Module Booklet
Module 5
Les vêtements (Clothing)
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Parents	
General Public	
Other	



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Bienvenue au Module 5!

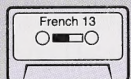
Welcome to Module 5!

We hope you will enjoy your study of **Les vêtements (Clothing)**.

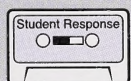
Many icons are used in this course to guide you through your learning.



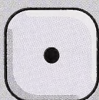
Use your text, *Arc-en-ciel 1*, and turn to the page indicated.



Use your prerecorded audiocassette, and listen to the segment indicated.



Use two or more of your own audiocassettes, one as a Student Response audiocassette to practise your oral work, and one for submitting your oral assignments. (If you prefer, you may submit your oral assignments on a videocassette.)



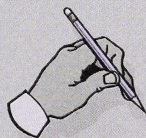
Complete the oral work on your own. Often, this means playing both roles.



If possible, complete this oral work with a partner.




Contact your learning facilitator to complete the oral work, or, if you are registered with the Alberta Distance Learning Centre, telephone ADLC and ask to speak to a French teacher.



Listen to the prerecorded Dictation audiocassette, and then write the sentences in the spaces provided in your Assignment Booklets.

Now, on to your study of **Les vêtements**.



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OVERVIEW

“L’habit ne fait pas le moine.”

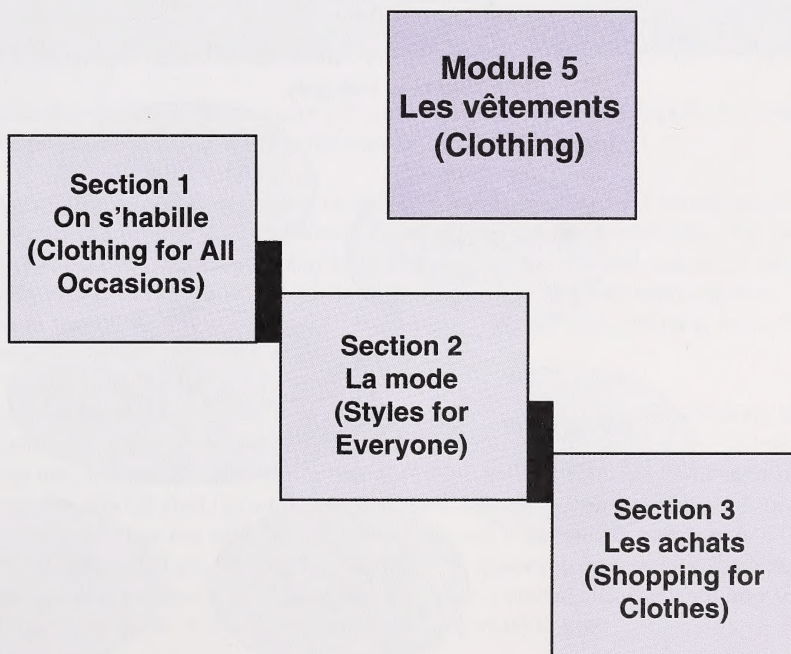
(It’s not the frock that makes a monk.)

– French proverb

Why do styles change? What determines the clothes you like? How do you decide what you’re going to wear? What influences your decisions in buying clothes?

Imagine you are going hiking in the mountains near Crowsnest Pass. What clothing would be appropriate? What are the popular brands of sports apparel you would like to wear on the trip? And if you stop off at your favourite lake on the way home, what other clothing items would you need to pack?

Clothing is an essential part of your everyday life. You get up; you get dressed. But is it really that simple? In this module, you’ll consider what you wear and discuss the effects of style, size, and colour in determining the clothes you prefer for various occasions. You’ll also look at the cost of clothing and the impact of advertising on your purchasing decisions. Finally, you’ll be able to ask for and buy clothes you like – in French!



Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet. You must complete all assignments. In order to do well in them, it is important that you go over the module material several times and especially practise the listening and speaking activities. Remember to include vocabulary and things you have learned from the previous modules.

In this module you are expected to complete three section assignments and one final module assignment. The assignment breakdown is as follows:

Assignment Booklet 5A for Module: Section 1 and Section 2

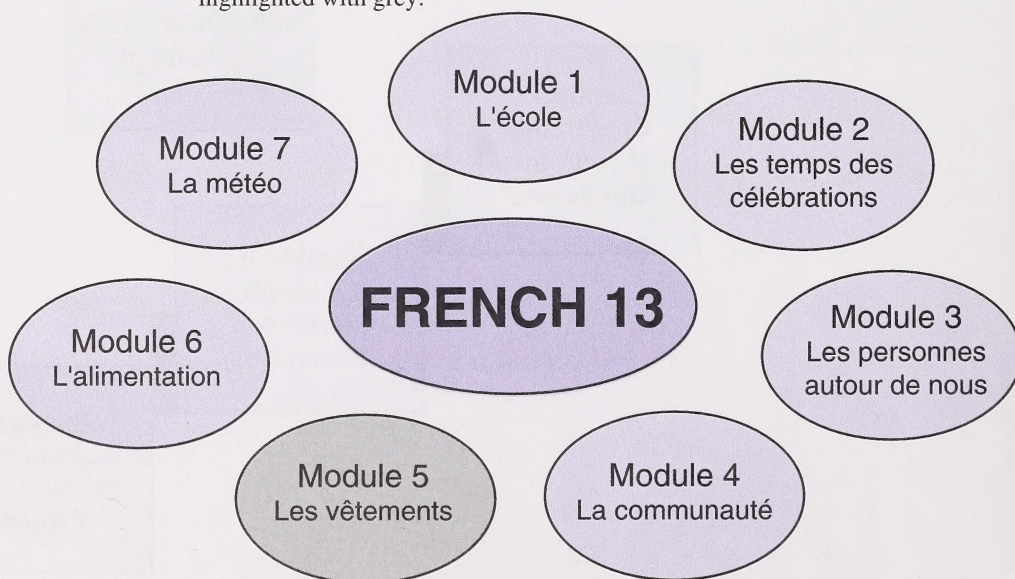
Section 1 Assignment	47 marks
Section 2 Assignment	<u>53 marks</u>
TOTAL	100 marks

Assignment Booklet 5B for Module 2: Section 2 and Final Module Assignment

Section 3 Assignment	49 marks
Final Module Assignment	<u>51 marks</u>
TOTAL	100 marks

Course Overview

French 13 contains seven modules. The module you are working in is highlighted with grey.



Section

1

On s'habille (Clothing for All Occasions)



It shapes your image and protects you from injury and from extremes in the weather. It helps you fit in or stand out in the crowd. What is it? Clothing!

What clothes do you have in your closet or your dresser drawer? Chances are, you have clothing for a variety of different seasons, activities, and situations. You wear certain clothes to school, others to a marriage or funeral, different ones to go hiking, others to play hockey, and still others to go swimming. It's not surprising that people sometimes wonder what they should wear. It may seem trivial at times, but clothing is an important part of our lives!

You have already learned some words that you can use for describing clothing and accessories. Clothing is a very rich area for vocabulary, so you are going to learn a lot of new words. You will notice that in French, as in English, we sometimes use general words for clothing while at other times we use words that are highly specific. The word **sweater** can refer to a bulky knit Siwash, a turtleneck, cardigan, or pullover. You will get the most benefit from the **general** terms, so give them more attention than the specific terms. Likewise, make a special effort to learn how to discuss those items of clothing that are most important to you.

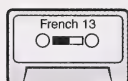
Bon alors, commençons!

Activity 1: Dans ma chambre (In My Room)



You already have a lot of clothes in your closet; you just don't have anything to wear. **C'est la vie!** But before you start thinking about all the things you would love to have, you need to take an inventory of the clothes you already own. It's important to know what they are called and how to describe them in French. Since you were already introduced to colours in an earlier module, you'll begin by describing this important aspect of clothing.

1.1

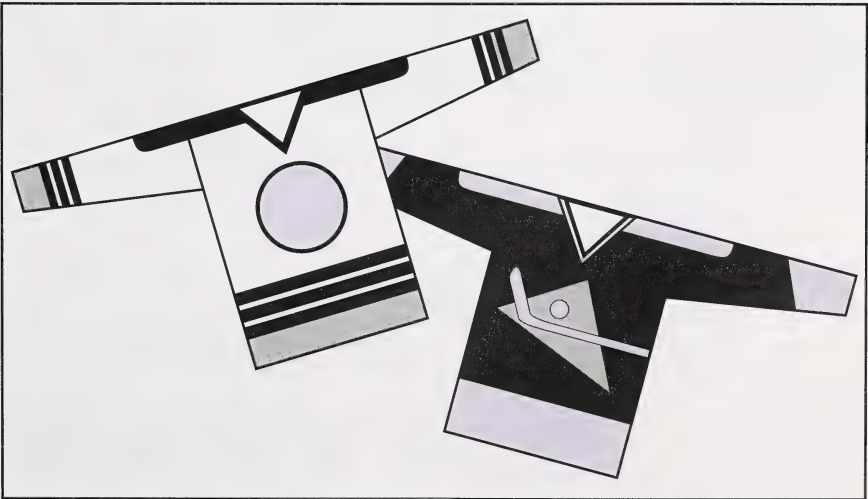


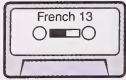
Listen to tape segment 501. First, the colours are read to you in the order that they appear on the following chart. Then you will hear different people ask for sweaters in the colours of a particular sports team. Put a ✓ under the colours mentioned for each sweater. Can you name the *team (équipe)* that each sweater identifies? Some teams may have different colours now. Think back to original colours.

	Blanc	Rouge	Orange	Jaune	Vert	Bleu	Violet	Brun	Noir	Équipe
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										

Check your answers in the Appendix, Section 1: Activity 1.1.

How well did you remember them? Of course, there are many more colours that can be used to describe clothing and they will be introduced throughout this module.





To which teams do the sweaters belong? Fill in the final blanks, (under **Équipe**); then listen to tape segment 502 to see if your answers agree with the team these people had in mind. Don't be concerned if the teams you listed are not the ones mentioned on the tape. While you are listening, what do you notice about the position of the colour in each sentence? Is it mentioned before or after **chandail**, the noun it describes?



Right! It comes after the noun.

If you don't have a partner, move ahead to 1.2; otherwise, continue this activity with a partner. Here's the situation: You want to buy a sweater in the colour of a particular sports team. Without naming the team, see if your partner, playing the role of a clerk in a sports shop, knows which team you have in mind. Don't forget to include your school and community teams. Take turns – ask for as many sweaters as you wish.

Voici un exemple de dialogue:

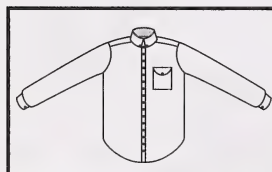
Toi: **Je voudrais un chandail de hockey bleu, blanc, et rouge, s'il vous plaît.**

Vendeur: **C'est le chandail des Canadiens.**



1.2

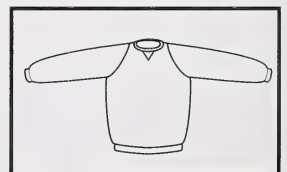
Listen to tape segment 503. You will hear various individuals mention items of clothing, the names of which appear below the following pictures. As you listen, identify the name of the item and repeat it to yourself. (This is called active listening.) Put a ✓ if that item of clothing is in your wardrobe, or an ✗ if it is not.



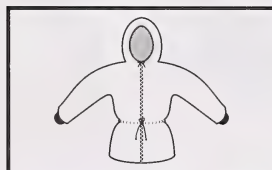
1. une chemise ☐



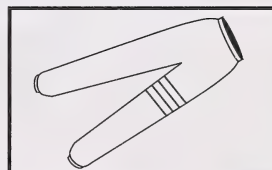
2. des baskets ☐



3. un sweatshirt ☐



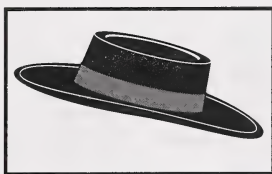
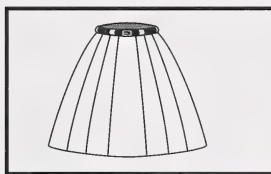
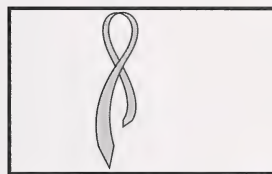
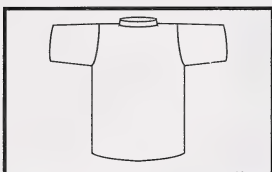
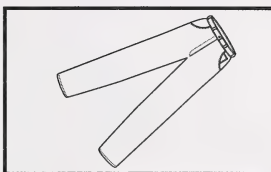
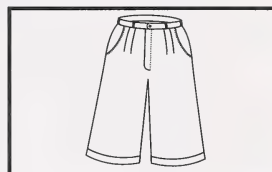
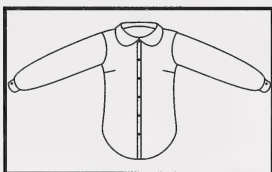
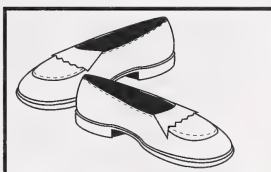
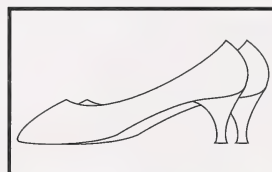
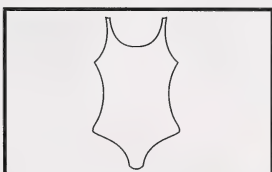
4. un anorak ☐



5. un survêtement ☐



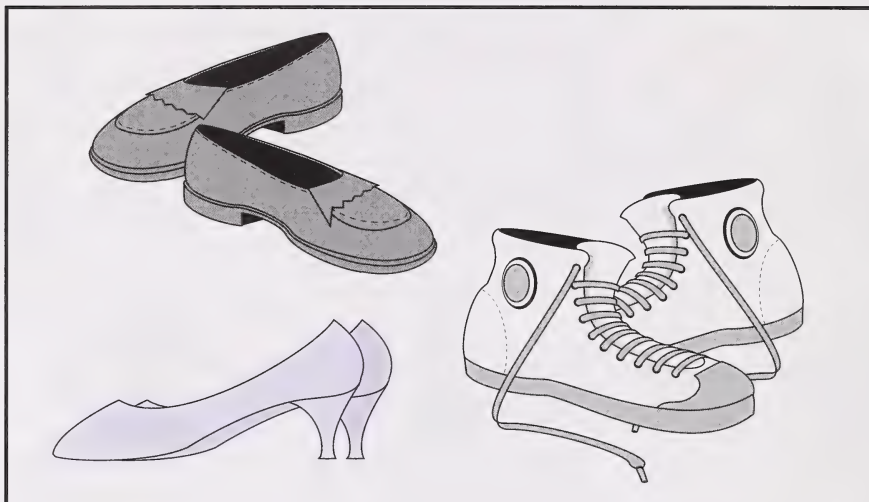
6. un veston ☐

7. un chapeau ☐8. une jupe ☐9. une cravate ☐10. un tee-shirt ☐11. un jean ☐12. un bermuda ☐13. une robe ☐14. un smoking ☐15. un blouson ☐16. un chemisier ☐17. des chaussures ☐18. des chaussures ☐19. un maillot de bain ☐20. des lunettes ☐

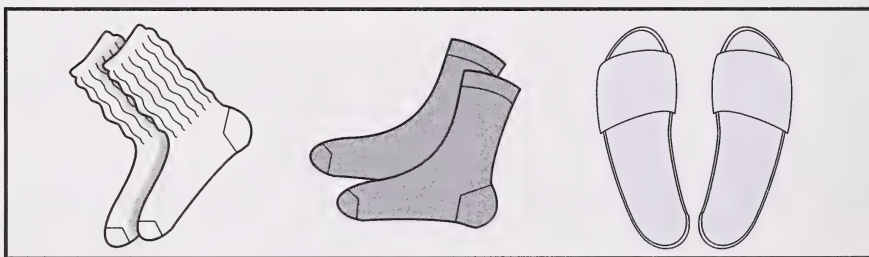
Check the glossary for illustrations of other pieces of clothing.

Cultural Observation

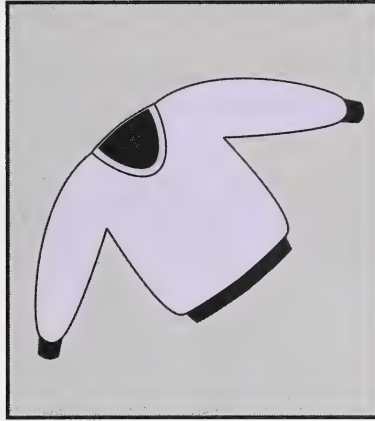
Occasionally, more than one word can be used for the same piece of clothing. The names you have just heard are some of the most common ones used for these particular items of clothing. In other cases, you may come across different expressions, sometimes a more precise word, or maybe a word more commonly used in Quebec or in France.



For example, **chaussures** is a general word for *shoes*, while **souliers** refers to *dress shoes*. **Des tennis** or **des baskets** are the words commonly used in France for *running shoes*, while in Canada the word **espadrilles** is used.



Likewise, while **chaussettes** in France refer to *socks*, in Canada it is sometimes used for *slippers*. In Canada, *socks* might be referred to as **des bas**. In France, **des bas** are usually *women's stockings*.



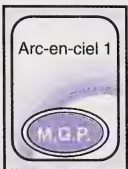
Chandail is used quite generally in Quebec for *sweater*; but in France, **tricot** is the usual word for *sweater*. In Canada, **un tricot** refers specifically to a *bulky-knit sweater*.

Of course, as styles change, certain expressions become more popular. Familiarize yourself with as many of these expressions as possible. When it comes to technical expressions for clothing, only your **couturier** knows for sure.



1.3

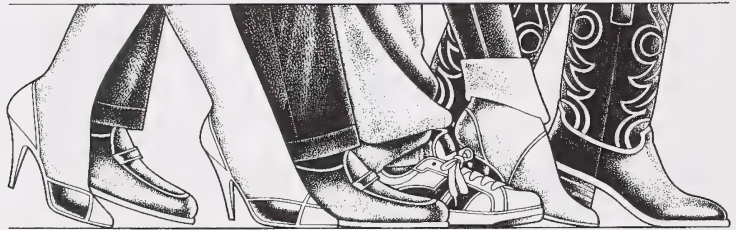
Turn to page 101 of *Arc-en-ciel 1* and listen to tape segment 504. Then turn to page 102 of your text and look at textbook question 1. To help you answer the question, you will find the names of the items of clothing listed in Activity 1.2. Note the spelling and make sure you include an article (**un**, **une**, or **des**). If you aren't sure what one of the items in the picture is called, guess. Don't feel bad if your guess isn't right. The purpose of Activity 1.3 is to learn useful vocabulary, not art appreciation!



Textbook question 1:

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Check the Appendix, Section 1: Activity 1.3.



1.4



For textbook question 2 on page 102 of your text, write a sentence describing the colour of each item of clothing. First do all items that are **jaune**, then go to **bleu**, and so on. Remember what you have learned about the agreement of adjectives in French and think about the correct spelling of the colours as you write them out. Follow the example given.

Grammar Observation

Colours are adjectives and follow the general rule of agreement. However, when a noun is used as an adjective, it does not change. Notice the difference between the two columns of examples.

Invariable	Variable
des rubans cerise des blouses marron une chemise kaki des pantalons olive des jupes orange	des rubans jaunes des blouses brunes une chemise blanche des pantalons noirs des jupes vertes

Prononcez Bien!

As with **un** and **une**, most adjectives assume their feminine form by adding an **e**. This indicates that the final consonant will be pronounced. Here are some examples:

vert	verte
brun	brune
gris	grise
violet	violette
blanc	blanche

In a few cases other small adjustments in sound are made. For example, consider **blanc** and **blanche**.

Note: Some adjectives do not change their pronunciation in the feminine form. However, in the written form, unless they already end with the letter **e**, an **e** will be added to the adjective. Here are two examples:

un chapeau jaune, une cravate jaune
un complet bleu, une robe bleue

Textbook question 2:

- a. jaune: C'est un chapeau jaune.
- _____
- _____

b. bleu: _____

c. blanc: _____

d. vert: _____

e. noir: _____

f. rouge: _____

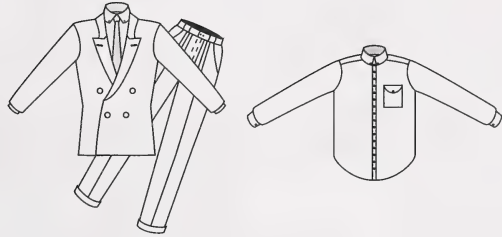
g. gris: _____

1.5

Oral Assignment

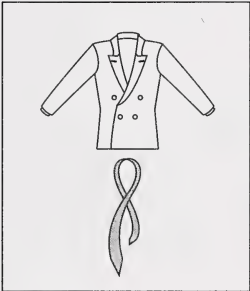


If you have a learning facilitator, complete this assignment with him or her. If you are a student of the ADLC, telephone ADLC at this point and ask to speak to a French teacher. Describe what you have in the wardrobe that follows. Use the colour indicated, expressing the appropriate masculine and feminine form.

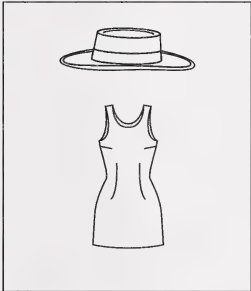


blanc/blanche

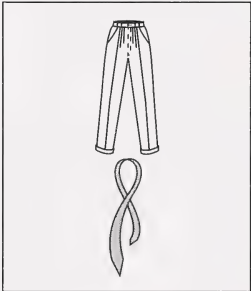
J'ai un complet blanc et une chemise blanche.



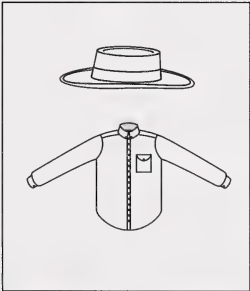
1. brun/brune



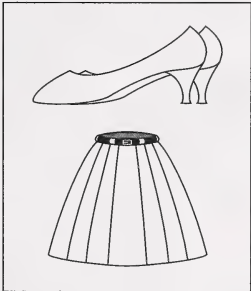
2. vert/verte



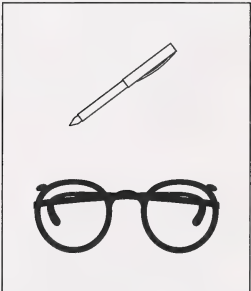
3. noir/noire



4. blanc/blanche



5. gris/grise

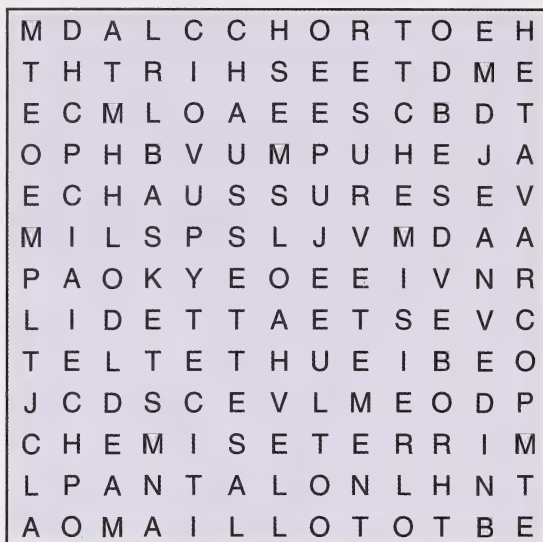


6. rouge/rouges

Check your answers in the Appendix, Section 1: Activity 1.5.

1.6

1. Find the sixteen items of clothing hidden in the word square.



2. Unscramble these words to find the colours:

u|jean _____ ible _____

ugroe _____ clanb _____

trev _____ ronram _____

rino _____ sirg _____

1.7

Refer to your text *Arc-en-ciel 1*, page 103. In textbook question 5, you must identify which set of clothes belongs to whom. Write the letters after the people's names.

Textbook question 5:

Safia: _____

Eric: _____

Nadine: _____

Check your answers in the Appendix, Section 1: Activity 1.7.



Take a good look at the descriptions. When is the expression **il y a** used?

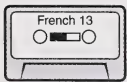
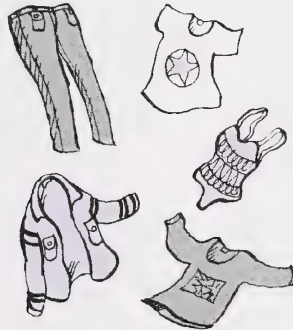
That's right – it's used to make lists, or simply to state that something is in a particular location, as in the sentence "**Il y a un chapeau sur le lit.**" (*There is a hat on the bed.*) Usually **il y a** is followed by **un, une, or des**.

On the other hand, what usually follows the negative form **il n'y a pas** (*There is no...*)? _____

Look at the descriptions again. If you guessed that it is followed by **de**, you are absolutely right. Keep this in mind as you work through the next portion of the module.

1.8

The picture here shows all of the items that you're going to take on a weekend trip.



If you have a partner, find out whether he or she is taking clothes that are similar to or different from yours. The list of items contained in your partner's suitcase is found in the Appendix, so he or she should refer to it immediately. Listen to tape segment 505 for a model dialogue.

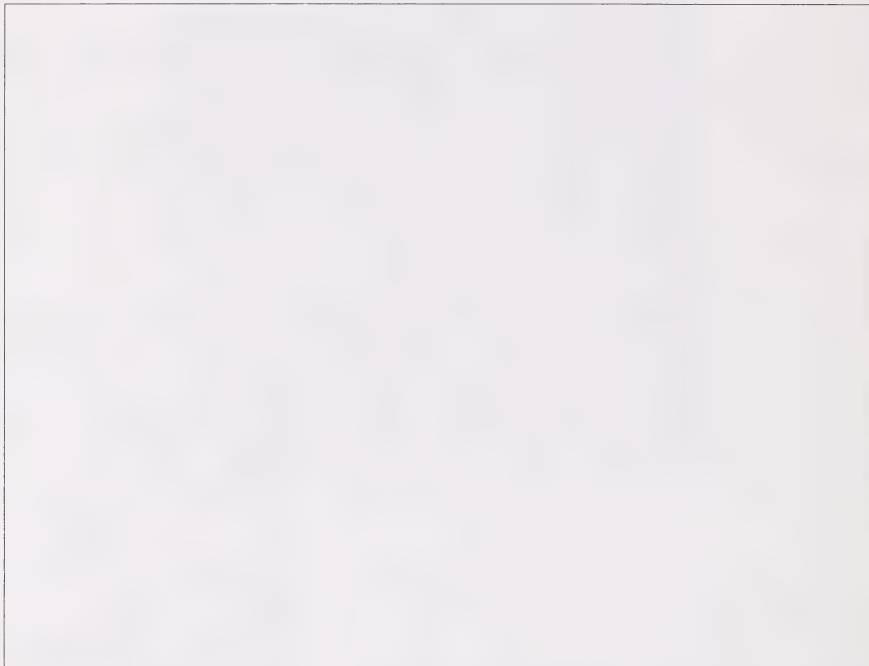
If you do not have a partner, continue listening to the questions that follow on the cassette. Answer those questions out loud. Do not record your answers.

1.9



Do textbook question 6 on page 103 of *Arc-en-ciel 1*. Colour the items according to the instructions given in textbook question 8.

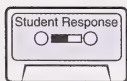
Textbook question 6:



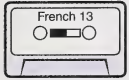
If you have a partner, get him or her to play the role of Safia, Eric, or Nadine. Using the pictures you have drawn and coloured, ask if certain items of clothing are in his or her wardrobe. Use colours to make the items more specific. Your partner will answer by using the wardrobes and chests of drawers found in the picture on page 103 of the textbook. Do one or two. Then swap roles with your partner.

Now, think of items of clothing that you have in your closet or in your room. See if your partner can guess some of the items that can be found there.

For example, your partner might ask, “**Est-ce qu’il y a une cravate?**” If there is a tie, you might answer “**Oui, il y a une cravate.**” If you have no tie, you might answer, “**Non, il n’y a pas de cravate. Je suis désolé(e).**”



If you don’t have a partner, record the questions on the blank tape, leaving a pause between each one. (If you prefer, you may use a videocassette instead.) Afterward, go back and listen to the questions and answer them on the basis of what you can find (with permission) in a family member’s closet. Don’t try to tape your answers.

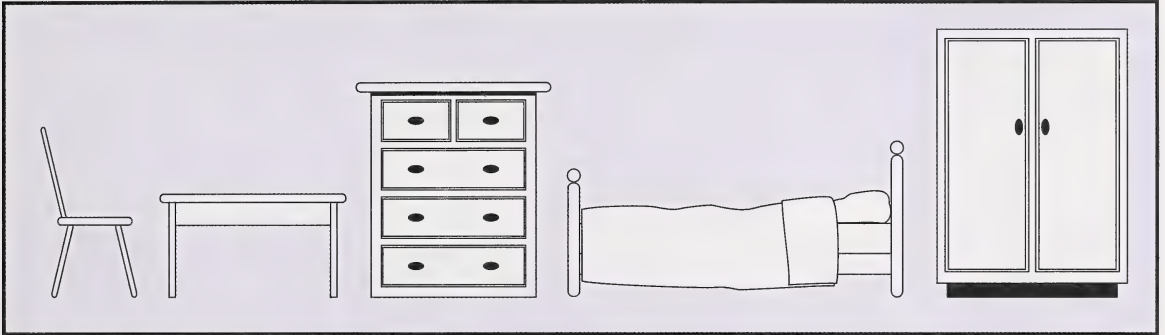


1.10

In the space that follows, draw and label the articles shown in textbook question 10 on page 104 of *Arc-en-ciel 1*. Place them as they might appear in your room.

Now follow the instructions given in your text, page 104, textbook question 11. Use the information given in tape segment 506.

Textbook question 11:



Check your answers in the Appendix, Section 1: Activity 1.10.

1.11



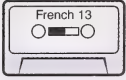
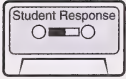
Here is a picture of Katya's room as shown on page 104 of *Arc-en-ciel 1*. Draw in the items mentioned in textbook question 12. For extra practice, have a partner tell you other items to draw in. For example, he or she might say **“Sur le plancher, il y a un survêtement et un chandail.”**

Textbook question 12:



Check your answers in the Appendix, Section 1: Activity 1.11.

1.12



How many hidden items of clothing can you find in this room? On your Student Response audiocassette, identify as many as you can, using their French names, of course. (You may record your answers on a videocassette if you prefer.)

After you have found them and made your recording, listen to tape segment 507 for a description of where these items can be found.



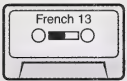
¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Activity 2: Pour quelle activité? (What Activity?)

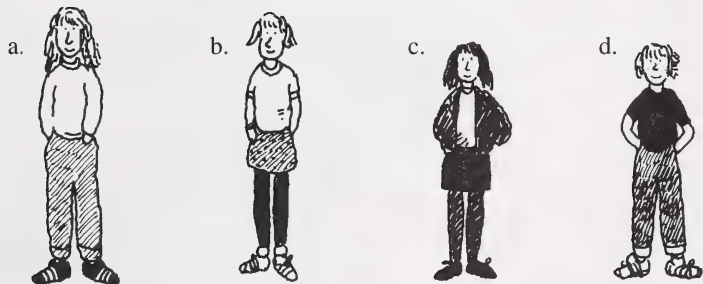
In Activity 1 you learned the names of various items of clothing, how to describe their colour, and how to indicate where they are. When you get dressed, how do you determine which clothes you are going to wear?

As you continue with Section 1, you will consider how factors such as the weather, your mood, where you're going, and what you're going to do influence your choice of clothes, and how certain clothing is often associated with particular seasons, occupations, or activities. This will not only enable you to deal with more specific items of clothing but also to look at other ways of describing them. **Allons-y!**

2.1



Katya's cousin, Danielle, is coming to stay and Katya hasn't seen her for several years. Danielle phones up from the station and describes what she's wearing so that Katya will recognize her. Listen to her description on tape segment 508 and indicate which of the four girls at the station is Danielle.



Check your answer in the Appendix, Section 1: Activity 2.1.

Did you notice how Danielle indicated what she was wearing? What verb (action) did she use?

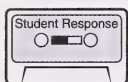
Listen again to the dialogue. Did you notice this time?

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Assessment and Profiling* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

C'est ça. Danielle says, **“Je porte un jean et un tee-shirt noir. Je porte des baskets blanches.”**

Of course, it is always easier to pick out a word or phrase when you are looking for it. You do this all the time when listening to English. You don't really listen to every word or detail, but if told ahead of time, you will pick out and remember the significant details. You must also make use of this strategy in French, but you need to know what you are listening for. In a conversation with a francophone, you will find that you understand a lot more if you listen for the answers to your questions. Focus on picking up the specific information you are looking for, like where, what, when, and so on.

2.2



If you have a partner, find out what your partner is going to wear tomorrow and check off the items that he or she indicates. Your partner can use the items of clothing shown in the Appendix, Section 1: Activity 2.2.

If you don't have a partner, practise with your Student Response audiocassette. (You may use a videocassette if you prefer.) Look at the following pictures; then ask questions and give answers based on them.

Ask questions such as **“Qu'est-ce que tu portes demain?”** or **“Est-ce que tu portes ton chandail rouge?”**

He or she would answer saying **“Je porte un chandail,”** or **“Oui, je porte mon chandail rouge,”** or **“Non, je ne porte pas mon chandail rouge; je porte mon chandail vert.”**



1

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Assessment and Profiling* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

2.3



Listen to tape segment 509. It describes what two individuals are wearing. Of course, you will recognize some of these terms. As you listen, follow the pictures on page 118 in *Arc-en-ciel 1* and repeat the words to yourself. Make a list of each new word and draw a picture or find one in a magazine to go along with it. Space is provided for you here.



Did you notice how shades of colours and combinations of colours were given on the tape? Listen to segment 509 again and use these in your own descriptions. They are a great way of making your descriptions more specific.

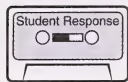
2.4

Refer to *Arc-en-ciel 1*, page 119.

Quelle saison est-ce?

Describe what the individuals pictured are wearing at different times of the year. Record your answers on your Student Response audiocassette. (If you prefer, you may record your answers on a videocassette.) If you have a partner, have him or her listen to your descriptions, then see if your partner can identify the correct picture.

Listen to tape segment 510 and compare your descriptions to the ones provided on the tape.



So why is it that you wear certain clothes on a particular day? Well, what you wear is partly determined by the weather, but also by what you like in clothes – your favourite colours, shades, and styles.

Vocabulary Flash!

- | | |
|----------------|------------------|
| • en été | <i>in summer</i> |
| • en automne | <i>in autumn</i> |
| • en hiver | <i>in winter</i> |
| • au printemps | <i>in spring</i> |

2.5



Before Danielle's arrival, Katya sent her a description of what she and her friends like to wear. Look at the five people pictured below the map on the introductory page at the beginning of your text. (This is the fourth page after the front cover.) In written form, describe what each person is wearing.

Jean Lassègue: _____

Sarah Jacobs: _____

Sophie Thireau: _____

Patrick Civardi: _____

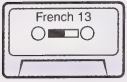
Katya Tedjini: _____

Check your answer in the Appendix, Section 1: Activity 2.5.

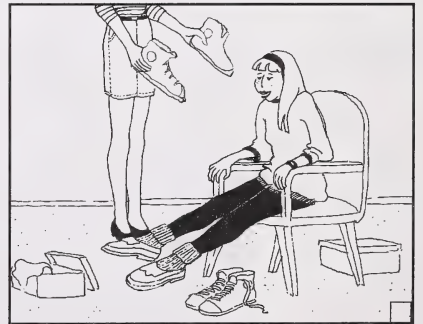
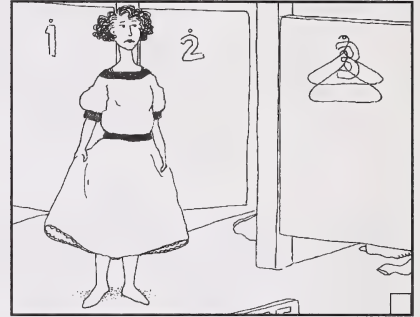
Are there other reasons why you choose to wear certain items of clothing?

Is your choice of clothes also determined by what you find comfortable or practical for a certain activity? _____ What do you think of the clothes Katya and her friends are wearing? _____

2.6



Study the following pictures. As you listen to the descriptions of particular items of clothing on tape segment 511, place a ✓ in the corner of the picture being described. Notice the way these individuals describe the items of clothing.



2.7

Did you notice how these items were described? Listen to the tape as often as you like; then make a list of the words used to describe each item.

1. le chandail: _____
2. la robe: _____
3. le jean et le tee-shirt: _____
4. le complet de jogging: _____
5. les chaussures: _____

Check your answers in the Appendix, Section 1: Activity 2.7.

You certainly recognize words like **petit**, **grand**, **beau**, and **confortable**. Even though you might have missed some words in the dialogues, you probably got the general idea. Remember that it isn't necessary to understand each word, but you do want to learn to pick up key words in a conversation.

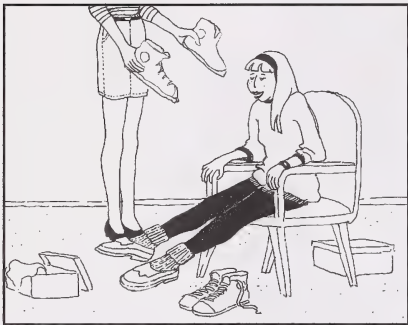


In the dialogue you just listened to, certain words were used to indicate how each individual felt about the clothes in question – about their size, appearance, and so on.

2.8

Did you hear words used like **trop**, **assez**, and **très**? Listen to tape segment 511 again and write in the word used to describe each of the characteristics of the clothing. The first one is done for you.





1.	le chandail	<u>trop</u> petit
2.	la robe	_____ belle _____ grande
3.	le jean	_____ confortable
4.	le complet	_____ beau _____ bien _____ grand _____ confortable _____ confortable
5.	les chaussures	_____ grandes _____ confortables _____ à la mode

Check your answers in the Appendix, Section 1: Activity 2.8.

Remember that you can always enhance an adjective by using words such as **trop**, **très**, and **assez** to describe how you feel about that characteristic of the object.

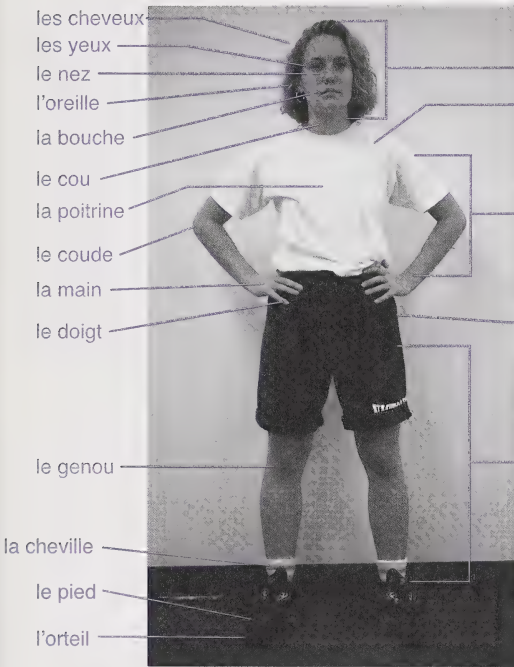
Some items of clothing are also specific to certain sports or leisure activities. What would some of these be?

Think of a sport that requires specific clothing or equipment. Why is this? Is it only for comfort or are there other reasons? Efficiency? Safety? Certainly.

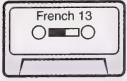


2.9

Look at these pictures of a ringette player. From the picture on the right, identify the part of the body that each of the items of clothing protects.



1. Le masque protège les _____ et les _____.
2. L'_____ protège les épaules et les bras.
3. La jambière protège la _____.
4. Le casque protège la _____.
5. Le _____ protège la main.
6. Le _____ protège le nez.
7. Le protège-coude protège le _____.
8. La genouillère protège le _____.
9. Le _____ protège le pied.
10. La ceinture de maintien protège la _____.



Listen to tape segment 512 to check your answers.

Listen carefully to the pronunciation of the parts of the body and repeat them to yourself.

2.10

If you have a partner, make up a quiz, asking your partner to guess the object. Use the following statements as an example:

- **Je protège les yeux.** (*I protect the eyes.*) **Je suis** _____.
- **Je suis un casque.** **Qu'est-ce que je protège?** (*What do I protect?*)

If you work alone, make up a similar quiz; then tomorrow fill it in yourself without reviewing Activity 2.9.

2.11

Look at the picture of these winter sports. Label the items of clothing indicated.



Check your answers in the Appendix, Section 1: Activity 2.11.

Cultural Observation

Where do words come from?

You may have noticed that in describing articles of clothing, many words are remarkably familiar. In fact some look exactly like words in English. Why is this?

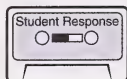
One reason for it is that words are often borrowed from one language to be used in another. For example, in French certain English words are used such as **le pull-over** (**le pull**), **le tee-shirt**, and **les jeans**. Also, other items get their name from the activities in which they are used, such as **des tennis** et **des baskets**.

In English the same thing happens. French words such as *blouse*, *camisole*, *culotte*, and *bustier* have become part of the English language. Then again, some words appear to be the same but have different meanings. In English a *slip* is a piece of women's underwear (**un jupon**); en français **un slip** refers to men's or women's *briefs*.



Both French and English use words from other languages. In Canada, *parka* and *moccasin* are common words based on Native languages. The word **anorak**, more common in French than in English, is Inuit in origin.

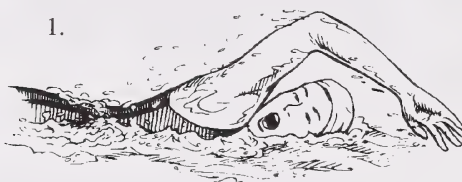
2.12



If you have a partner, describe to each other the clothing and equipment worn by the following people. Imagine the colour of the clothing, and comment on things like the size and comfort level.

If you study alone, describe the clothing and equipment on your Student Response audiotape. (If you prefer, you may record your answers on a videocassette.) Listen to your descriptions tomorrow as a refresher, or have someone else who knows French listen to them.

1.



2.



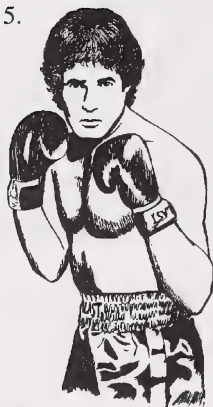
3.



4.



5.



6.



Activity 3: Préparation au travail (Getting Ready for Work)

You have already thought of some factors that affect the way a person dresses. One of the major factors, of course, is the work that people do. Although some jobs have special uniforms, getting ready for work involves more than just getting dressed. It also involves some of the preparations people do every morning. In this activity, you will consider some of the items used to get ready for work, as well as some of the special clothing worn for jobs.



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Cultural Observation



When someone gets ready to go to work in the morning, or to go out, in French you say **il fait sa toilette**. Now this doesn't mean what you probably think it does. It involves all those activities one would do while preparing to go out, such as showering, washing, brushing teeth, getting dressed, putting on makeup, shaving, and combing your hair. You name it! And yes, it may well include **aller aux toilettes**.

3.1

Listen to tape segment 513 and refer to the silhouette pictures at the top of page 92 of the textbook.

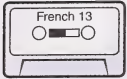
These people are engaged in different activities. Listen to the six descriptions on the cassette of what each one is wearing and doing. Then identify each occupation.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Check your answers in the Appendix, Section 1: Activity 3.1.



3.2



Listen to tape segment 514 and then match the activity to the individual who is dressed appropriately for it.

1. Pierrette ☐

3. Jacques ☐

5. Roger ☐

2. Mme Gravel ☐

4. M. Smith ☐

6. Evelynne ☐

Picture A



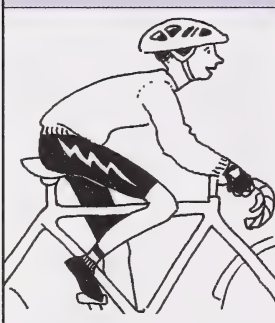
Picture B



Picture C



Picture D



Picture E



Picture F



Check your answers in the Appendix, Section 1: Activity 3.2.

3.3

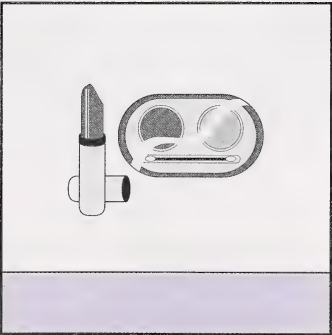
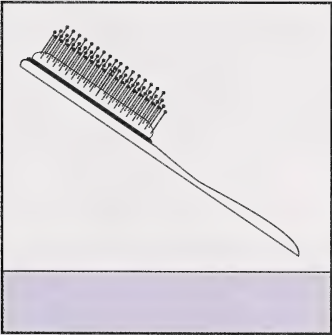
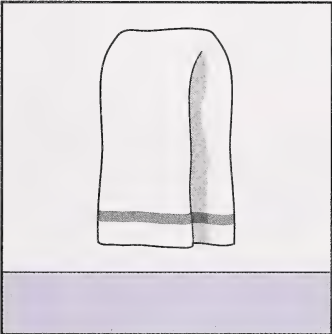
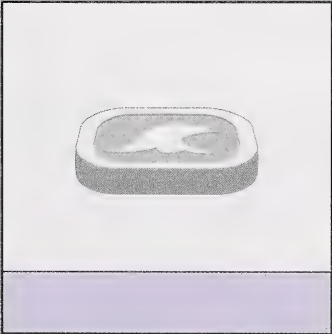
No matter what you're going to do, getting ready involves more than just getting dressed. Make a list of at least ten items that you use to get ready to go out, go to school, or go to work.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

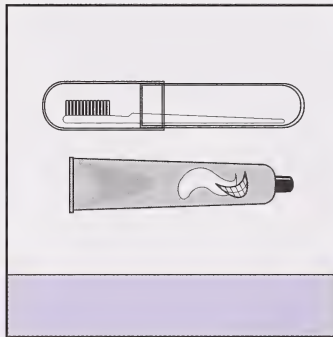
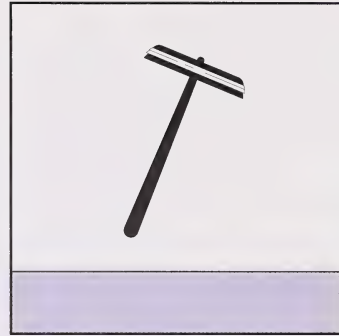
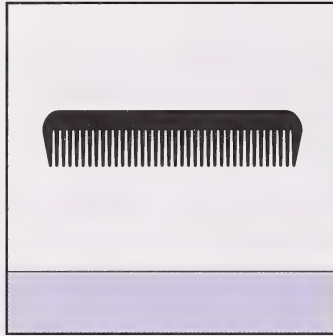


Listen to tape segment 515 to find out the names of some of these items in French. You will hear two narrations in which these items are given in the order that they appear in the following pictures.

1.



2.



Listen to the next recording, tape segment 516, where the items are given in a different order. Here the names are written for you.

1. une brosse à cheveux, le maquillage, une serviette, un savon
2. du désodorisant, un peigne, une brosse à dents et de la pâte dentifrice, un rasoir

Now write the words under the appropriate pictures.

Check your answers in the Appendix, Section 1: Activity 3.3.

Go back to your own list and write the French name of the items you identified. Use the dictionary to find the French term for any other items whose names you don't know yet.

Remember, when using the dictionary, you must be careful. You need to consider multiple meanings. For example, if you were looking for the word *shower*, consider first the different meanings in English. First of all, you are looking for the noun *shower*, not the action *to shower*. What possible meanings are there in English? What different things can *shower* indicate?



You may find a variety of things listed under *shower*, as in a *baby* or *bridal shower*, a *shower bath*, or a *rain shower*. Of course, you want to know the name for a *shower bath*. Have a look at the following dictionary entry for *shower*. Remember, your own dictionary may be somewhat different. What is the French word for the type of shower you mean?

shower ['ʃaʊər] 1 *n* (a) [rain] *averse f*; (fig) [blows] *volée f*, *avalanche f*, *grêle f*, [sparks, stones, arrows] *pluie f*; [blessings] *déluge m*; [insults] *torrent m*, *flot m*.

(b) (also ~ bath) *douche f*. to have or take a ~ *prendre une douche*.

(c) (Brit: pej: people) *bande f* de crétins*.

(d) (before wedding) to give a ~ for sb *organiser une soirée pour donner ses cadeaux à qn*.

2 *cpd*: **shower cap** *bonnet m* de douche; **showerproof** *imperméable*; **shower unit** *bloc-douche m*.

3 *vt* (fig) to ~ sb with gifts/praise, to ~ gifts/praise on sb *comblar qn de cadeaux/de louanges*; to ~ blows on sb *faire pleuvoir des coups sur qn*; to ~ abuse or insults on sb *accabler or couvrir qn d'injures*.

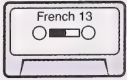
showery ['ʃaʊəri] *adj* *day* *pluvieux*. it will be ~ *il y aura des averses*.

C'est ça: *une douche*.

When using the dictionary, always be aware of the way in which the word is to be used. Is it a noun (*n*), an adjective (*adj*), or a verb (*v*)? In what context is it to be used? As well, check out the French word you have chosen on the French/English side of the dictionary. What are the English meanings given? Does it confirm what you were looking for?

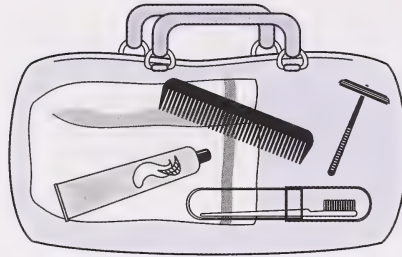
¹ Reprinted with permission of *The Collins Robert French-English Dictionary*, 1978, 1987, William Collins Sons and Co. Ltd. and La Société du Nouveau Littre Dictionnaire le Robert.

3.4

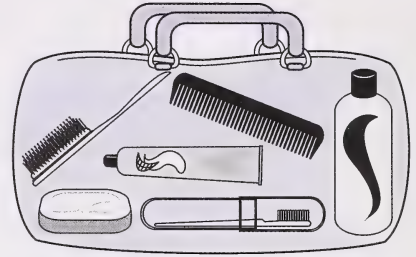


Listen to tape segment 517 to find out what each person brings for the weekend **“pour faire sa toilette.”** Find out which bag belongs to whom.

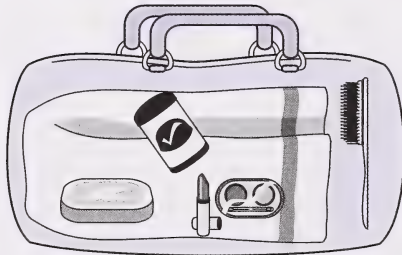
Sac A



Sac B



Sac C



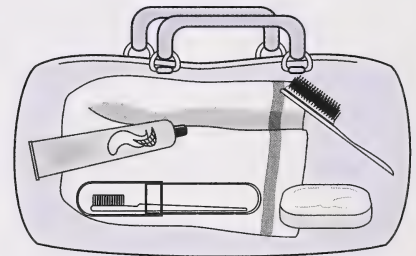
Sac D



Sac E



Sac F



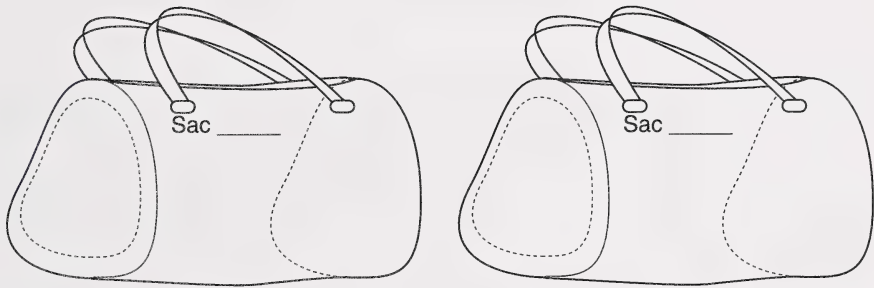
Marie: _____

Janelle: _____

Paul: _____

Mathieu: _____

Write out the items included in the unclaimed bags. Don't forget that often you can find the French word for these articles by reading the bilingual labels on the actual products. Otherwise, the Appendix might give the French names. Rely on your French-English dictionary as well.



Check your answers in the Appendix, Section 1: Activity 3.4.

3.5

Draw the following **articles de toilette**.



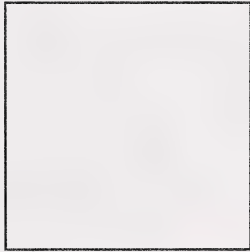
1. une brosse à dents



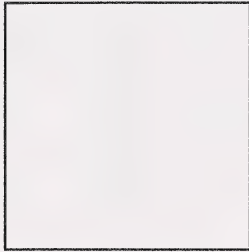
2. un peigne



3. un rasoir



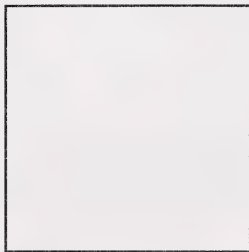
4. de la pâte dentifrice



5. un désodorisant



6. du shampoing



7. une brosse à cheveux

Check your answers in the Appendix, Section 1: Activity 3.5.

3.6

Prepare a series of twenty pictures (drawn or cut from magazines) of items whose names you have learned in this section. Space has been provided here for some of them. Include both **les vêtements** et **les articles de toilette**.



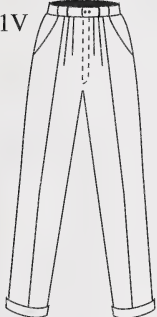
If you have a partner, ask him or her “**Qu’est-ce que c’est?**” for each item. If you study alone, answer the question “**Qu’est-ce que c’est?**” for each item yourself. In your responses, be as descriptive as you can.

3.7

Complete the following **mots croisés**. Remember that **V** is for **vertical** and **H** is for **horizontal**.

Les vêtements et les objets personnels


1V



6V



4V



2H



7V



4H




3H



5V




9H




8V



6H




8H




1H




2V



5H




7H



3V



4V



Check your answers in the Appendix,
Section 1: Activity 3.7.

Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You can do both if you choose.

Extra Help 1

Listen to tape segment 519. You will also need your text *Arc-en-ciel 1*. Turn to page 148 and do textbook question 5 by writing the names of the people that match the articles of clothing as discussed in the tape segment.

Textbook question 5:

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Check your answers in the Appendix, Section 1: Extra Help 1.

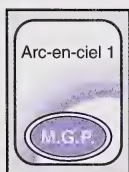
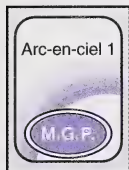
Extra Help 2

Use what you learned in textbook question 5 to identify who is speaking in textbook question 6 on page 148 of *Arc-en-ciel 1*.

Textbook question 6:

- a. Ah zut! J'ai.... _____
- b. Moi, j'ai perdu.... _____
- c. Je ne comprends pas.... _____
- d. Ce n'est pas possible.... _____
- e. Moi, j'ai trouvé.... _____

Check your answers in the Appendix, Section 1: Extra Help 2.



Extra Help 3

At a swimming pool, you pick up the wrong bag. It contains a dress, a jacket, and some trainers. Your own bag has disappeared. It contained a camera, shorts, and a T-shirt. Fill in the two notices that follow to show what you've lost and what you've found.



PERDU:

SIGNATURE: _____

TROUVÉ:

SIGNATURE: _____

Check your answers in the Appendix, Section 1: Extra Help 3.



Extra Help 4

If you study with a partner, tell him or her, a sales clerk, that you would like the following items of clothing. Your partner will then ask you what colour you want.

If you study alone, use tape segment 520. Remember the position of the adjective. Look at this example:

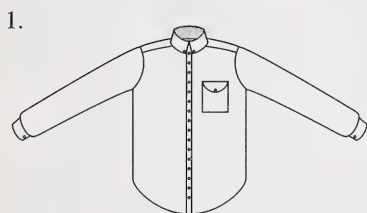
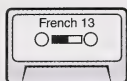
Vendeuse: **Ah, bonjour. Est-ce que je peux vous aider?**

Toi: **Je voudrais un chandail, s'il vous plaît.**

Vendeuse: **De quelle couleur?**

Toi: **Un chandail blanc, s'il vous plaît.**

Vendeuse: **Un instant. Voilà un chandail blanc.**



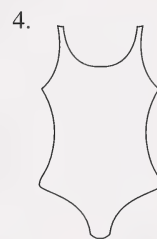
rouge



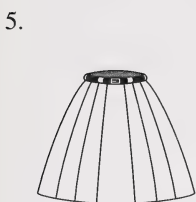
blanc



jaune



bleu



noire



vert



violet



rose



beige



orange



bruns

Extra Help 6

Unscramble the words. Then write the numbers of the items on the right to match up with the words.

1. U E
P J

2. L U P A R
A P I
E

3. H P C
A A U
E

4. C H S
M E I E

5. Y M P
A J A

6. P T L A
A N N O


7. R O L
U S I E

8. O E
B R


9. T A
L I L
O M

10. E H T A
T C E S
U S


1




2




3




4




5




6




7




8



9



10

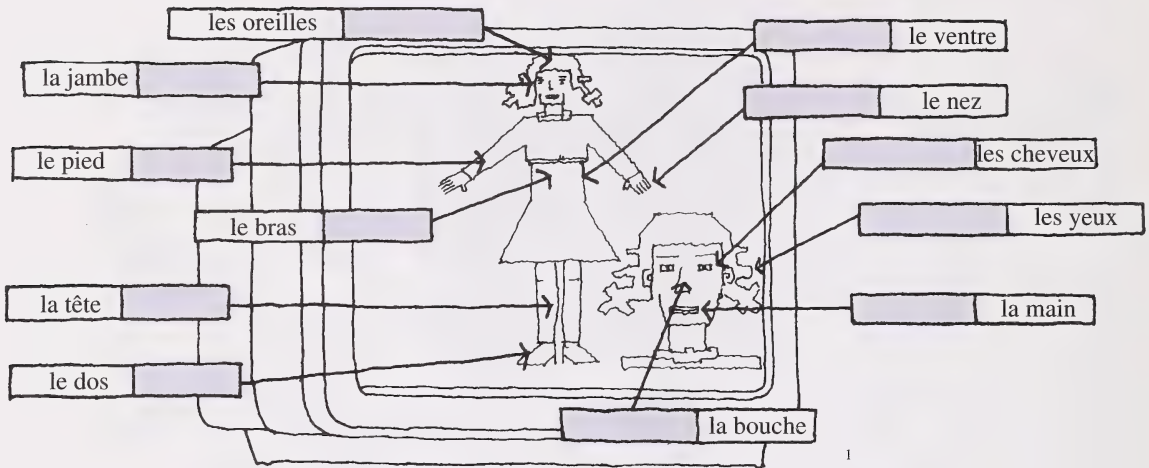


Check your answers in the Appendix, Section 1: Extra Help 6.

¹Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Extra Help 7

The person who programmed this computer got it all wrong. Re-label the parts of the body correctly.



Check your answers in the Appendix, Section 1: Extra Help 7.

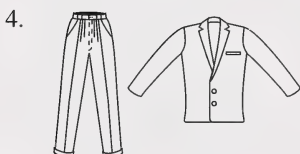
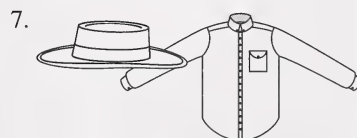
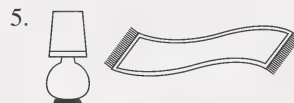
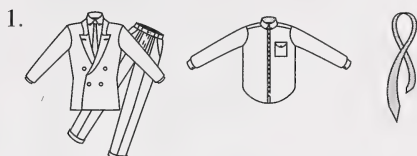


¹Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981.) Reprinted by permission.

Enrichment 1



Listen to the sentences on tape segment 521. Note the difference in sound for these colours. Put an **X** under the picture where the sound indicated is the same as in the recorded example. Afterwards, the colours will be listed on the same tape segment, emphasizing the changes in pronunciation.



How are these different sounds indicated in the written form?

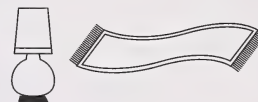


Listen to the next group of items being described on tape segment 522. Do you notice whether or not the pronunciation of the colours changes?

1.



5.



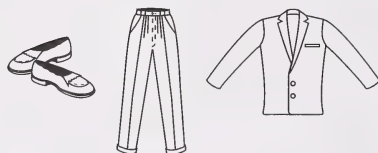
2.



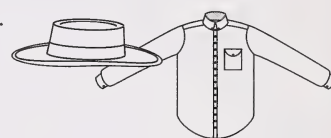
6.



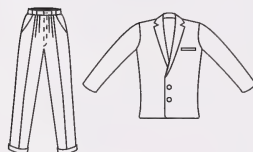
3.



7.



4.



8.



Check your answers in the Appendix, Section 1: Enrichment 1.

Conclusion

In this section, you have looked at a variety of items of clothing. You are able to describe their colours and other characteristics, as well as give an opinion as to how you feel about them. You are also able to associate articles of clothing with the appropriate parts of the body, and you can identify personal care products that you use when getting dressed. Finally, you can describe the specific clothes worn for certain occupations.

Ça va très bien!

Now turn to Assignment Booklet 5A for Module 5: Section 1
and complete the assignment for Section 1.

Section

2

La mode (Styles for Everyone)



What's in style right now? Do you have the same style as your parents do? How do styles come about? Who sets them? In this section, you will look at three aspects of style that will enable you to deal with fashion effectively. You will continue to describe particular items of clothing in a fashion context looking at what's in style for different occasions and different age groups. You will also look at ways of using accessories to add that special touch to your wardrobe. Get ready to look at fashion and advertising in a whole new way.

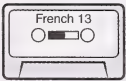
To look at fashion and advertising, you will be using material from documents from French language magazines. The language has not been changed or simplified for you. Does that mean you won't be able to understand any of it? It shouldn't. Remember that you bring with you a lot of knowledge about life, clothing, and advertising that you can use in this context. Throughout this section, you will learn new vocabulary and expressions that you will then be able to use in your own oral and written work.

Activity 1: La mode des jeunes (Fashion for Young People)

How style conscious are you? Do you follow fashion trends? Are you just a little **avant-garde** in your dress? Are your friends? Do you all wear the same kind of clothes to school? Is there a standard dress code? A school uniform maybe? What actually makes up fashion and how does it identify age or social groups? First you will be describing what is in style in your social milieu.



1.1



Look at the pictures on page 11 of *Arc-en-ciel 1* and listen to tape segment 524 for the descriptions of what these people are wearing. How is clothing described? What comments are made about style? As you listen, make notes under the headings in this chart.

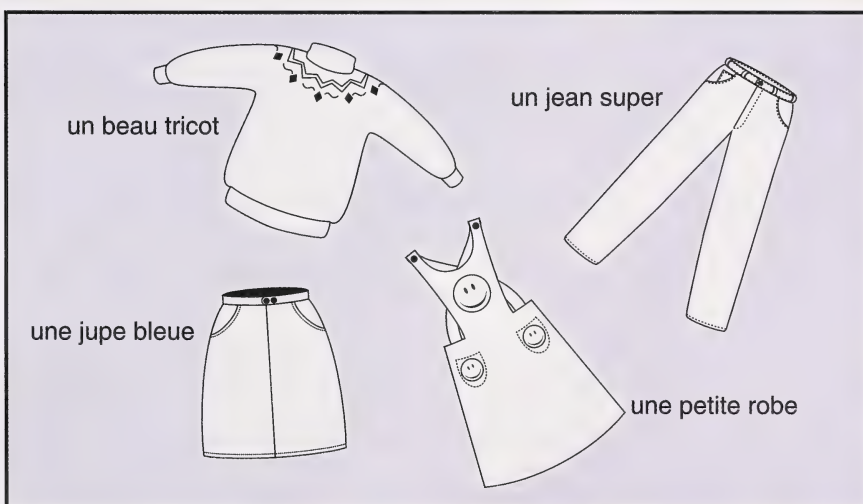
Colour	Size	Fabric	Expressions of Style

Check your answers in the Appendix, Section 2: Activity 1.1.

Vocabulary Flash!

• blanchi	<i>bleached</i>
• rayé	<i>striped</i>
• épais	<i>thick</i>
• ouaté	<i>quilted//fleece</i>
• à pois	<i>polka dot</i>
• en soie	<i>silk</i>
• en coton	<i>cotton</i>
• en cuir	<i>leather</i>
• en laine	<i>wool</i>
• en polyester	<i>polyester</i>
• à la mode	<i>in style</i>
• avant-garde	<i>artsy</i>
• à la page	<i>up to date</i>
• le dernier cri	<i>the latest style</i>
• une belle tenue	<i>neat appearance</i>
• être dans le vent	<i>to be trendy</i>

You may have been able to tell the meanings of some words because they are similar to English; and in some cases, the way the word is used may have given you some indication. For example, how is the type of fabric indicated? If you noticed in the narration that fabrics were given with **en**, such as **en coton** and **en cuir**, then you probably assumed that **en soie** and **en laine** indicate the kind of fabric also.





You are to meet these people for the first time. All you have to go by is the description given to you over the phone. Listen again carefully to segment 524 and see how you can identify each person; then circle the description that best identifies what was said. The first one is done for you.

1. un chandail (vert jade rouge rayé)
un (petit grand beau) sac de sport
2. un chandail (épais spéciale super)
3. Jeanne est (à la mode avant-garde à la page).
une veste à manche (longue courte blanche)
4. C'est (à la mode le dernier cri à la page).
une veste (en soie en coton en cuir)
5. un tricot (en laine en coton en polyester)
une jupe (assez noire assez longue trop longue)
6. un blouson (en cuir en coton en denim)
7. un anorak (froid chaud noir)
8. un survêtement (en laine en nylon en coton ouaté)
9. des bottes (courtes hautes noires)
10. une (nouvelle bonne belle) tenue

Check your answers in the Appendix, Section 2: Activity 1.1.

Go back to your list of colours, sizes, fabrics, and expressions of style. Can you add other examples to this list? Some of the choices in the questions contained more examples of these types of descriptions. How did you know under what heading to place these expressions? What clues did you use?

While listening to tape segment 524 and doing the exercise, did you notice the position of the adjectives in French? Were they before or after the noun they described?

Grammar Observation

In French, most adjectives come after the noun. Only a few come in front of the noun, although the few that do are very common, such as **beau**, **grand**, **nouveau**, and **petit**. As you listen, pay close attention to the position of adjectives. You'll catch on quickly.

Adjectives – Placement

Most adjectives are placed after the noun they qualify.

Some adjectives are usually placed before the noun. These adjectives might be remembered by using the acronym **BANGS**.

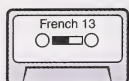
Beauty	Age	Number	Goodness	Size
joli(e) (<i>pretty</i>)	jeune (<i>young</i>)	premier (<i>first</i>)	bon(ne) (<i>good</i>)	grand(e) (<i>tall</i>)
beau(masc.) (<i>beautiful</i>)	vieux (<i>old</i>)	troisième (<i>third</i>)	mauvais(e) (<i>bad</i>)	petit(e) (<i>small</i>)
belle(fem.) (<i>beautiful</i>)	nouveau (<i>new</i>)			
	nouvelle (<i>new</i>)			

Remember that an adjective agrees with the noun it qualifies, whether it is placed before or after the noun.

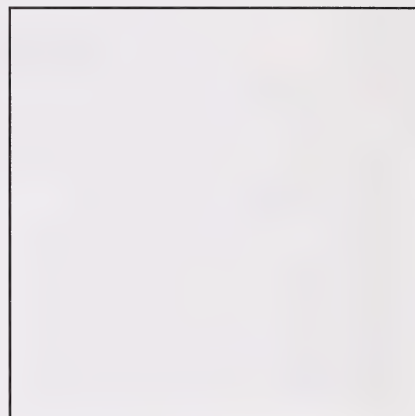
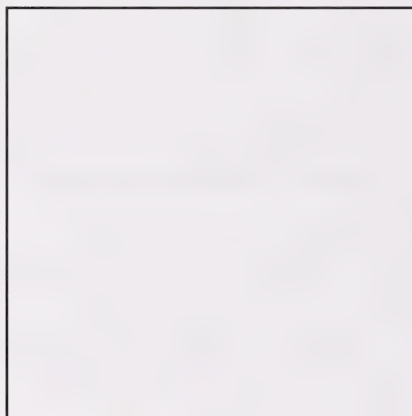
You now have a good idea of different expressions dealing with style and how they are used.

1.2

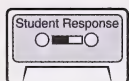
What's in style at your school or for your age group in your community? Are some of your peers considered very fashionable, and others not? It could be that this has caused some tension among students. Suppose that in order to eliminate potential conflict between groups of students, the school advisory committee has decided that the school needs a uniform. A group of students has been assigned the task of designing it.



Listen to tape segment 525 as the students come to a decision about what the uniform will look like. Draw a picture of the uniforms suggested on the tape.



Check your answers in the Appendix, Section 2: Activity 1.4.



Can you think of any other uniform that would be appropriate for your community? Discuss this with your partner; and on the Student Response audiocassette, describe what your school uniform should look like. (If you prefer, you may record your answers on a videocassette instead.)

Activity 2: La publicité (Advertising)

In the previous activity, you were introduced to more French terms that allow you to describe the clothing you like to wear. What role does advertising play in determining wants and likes in fashion? Does it set the styles or simply reflect what the audience wants? Certainly it's important to know your audience if you want your publicity to be effective. It's also important to know how to make your product more visually appealing.

Remember, the fashion industry is big business in Alberta, in Canada, and around the world. What items are the most widely advertised?

Where? _____

Do you hear or see a lot of ads for clothes? _____

How does advertising help create style? _____

Check your answers in the Appendix, Section 2: Activity 2.

2.1



Listen to tape segment 526. This is a radio announcement for the students of the local community college who are presenting a fashion show. Use the information you hear to **encercle la bonne réponse** (circle the correct answer).

Défilé de mode

Modèle:

- L'événement va intéresser – ☒ a. beaucoup de gens
 b. beaucoup de jeunes
 c. les parents et les jeunes

1. Le défilé est organisé par – a. les étudiants
 b. les professeurs
 c. les étudiants et les professeurs
2. C'est un défilé de – a. monde
 b. moderne
 c. mode
3. La date du défilé est – a. le 20 février
 b. le 21 février
 c. le 21 janvier
4. Les étudiants payent – a. 3 \$
 b. 2 \$
 c. 5 \$
5. À l'intermission on sert – a. du café et du thé
 b. du thé et des pâtisseries
 c. du café et des pâtisseries¹



¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

2.2

Oral Assignment

If you have a learning facilitator, complete this with him or her. If you are a student of ADLC, phone at this point and ask to speak to the French teacher. Read your radio announcement for a fashion show.

Prepare your own radio announcement for a fashion show to be held in your community. Remember to include the answers to *who*, *what*, *where*, and *when*. Get people's attention! Write out your announcement first.

Here is an example of **une annonce publicitaire** (a radio announcement).

Les étudiants de l'école Ste Anne présentent leur défilé de mode de vêtements très chic et aussi avant-garde pour hommes, femmes et même les jeunes le 15 mars. Le prix d'entrée: les adultes 3\$ et les étudiants 2\$. Venez nous joindre à l'auditorium de l'école à 7h30. Café, jus et pâtisseries servis à l'intermission.

2.3

Now that you've invited everyone to the fashion show, you must put the final touches to the big event. Here are the cue cards that you will use to do your colour commentary. To make things easier, you've decided to illustrate your cards. Draw and colour your pictures according to the descriptions given.

Vocabulary Flash!

• fleuri(e)	<i>flowered</i>
• cachemire	<i>cashmere</i>
• le pantalon court	<i>deck pants</i>
• un bandeau	<i>a headband</i>

1. Voici une jolie jupe d'été fleurie en rose et vert. Elle se porte bien avec une blouse rose en coton.

2. Pour monsieur, voici un pantalon beige-cachemire avec un veston bleu marin. Il porte une chemise en soie beige et une belle cravate fleurie.

3. Pour madame, un ensemble de travail avec blouse et pantalon en coton. Remarquez le pantalon court dernière mode.

4. Pour le sport, un short en coton blanc avec un tee-shirt violet. Il porte aussi un bandeau blanc et des chaussures de tennis.

Check your work in the Appendix, Section 2: Activity 2.3.

2.4

In the previous section, you looked at a few fashion accessories, such as sunglasses, belts, and so on. What other accessories do you wear?

Jewellery is a major kind of accessory, but so are watches, glasses, belts, shoes, and scarves. Refer to the accessories shown on the following pages to find the appropriate objects to dress up your friends' or maybe your parents' wardrobes. You want to enhance their appearance. Write the word for the accessory appropriate to each body part listed. You may have more than one accessory per body part. Then draw one item on the mannequins for each body part.

Qu'est-ce qu'elle porte ...

dans les cheveux? _____

au cou? _____

au bras? _____

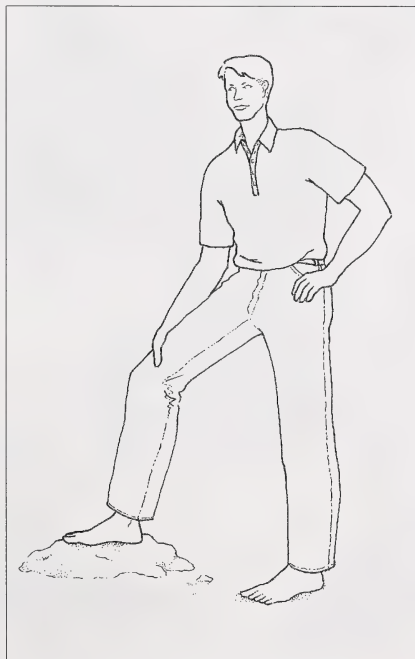
à la taille? _____

aux oreilles? _____

aux yeux? _____

à la main? _____

au pied? _____



Qu'est-ce qu'il porte ...

au bras? _____

au pied? _____

à la taille? _____

sur la tête? _____

à l'oreille? _____

aux yeux? _____

Les accessoires pour les femmes



les bottes



les sandales



les chaussures à talons hauts



les gants



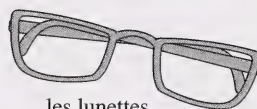
la barette



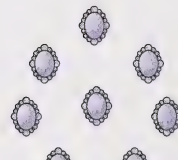
les lunettes de soleil



le boucles d'oreille



les lunettes



les boutons



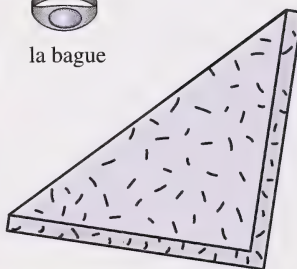
le collier



le bracelet



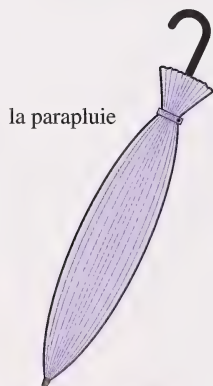
la bague



le foulard



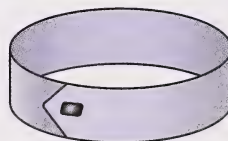
la montre



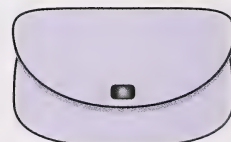
la parapluie



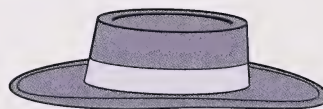
les bas



la ceinture



le portefeuille/ le sac



le chapeau

Les accessoires pour les hommes



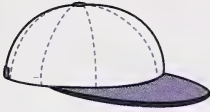
la ceinture



les lunettes de soleil



les chaussettes



la casquette



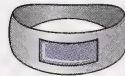
la montre



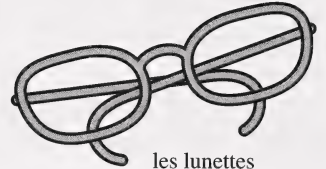
la boucle d'oreilles



le chapeau



la bague



les lunettes



le bandeau



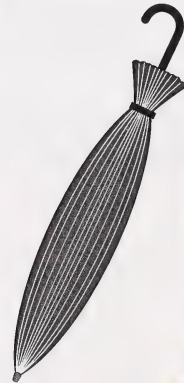
le portefeuille



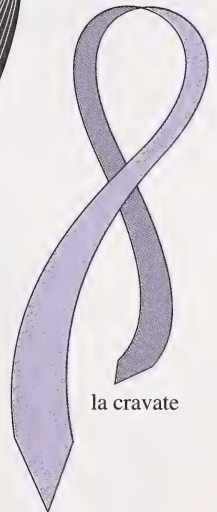
les gants



les bottes



la parapluie



la cravate



les baskets



les souliers

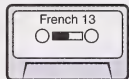
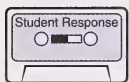
2.5

Find three different fashion shots from a magazine; and in French, write a brief description of the clothing and accessories each model is wearing.

1. _____

2. _____

3. _____



Read your descriptions of the pictures you've chosen to your classmates or partner. If you are alone, record them on your Student Response audiocassette. (You may record your descriptions on a videocassette if you wish.) Put on your best announcer's voice as you present **"Le défilé de mode."** A sample narration describing the following picture is given on tape segment 527.



2.6

In this section, you have been looking at fashion and styles of clothes around you. Just how important are fashion and style? Complete the following questionnaire yourself; then find out what others think. In the spaces provided, add three questions of your choice. Try to find ten people you can ask in French, if possible. When you have finished gathering the information, compile your data and get ready to report to your class or to your distance learning teacher what you have found.

Sondage: La mode			
Repondez oui ou non (O/N)	O	N	R
1. Les vêtements sont très importants.			
2. On juge une personne par ses vêtements.			
3. On doit porter des vêtements qui sont très avant-garde.			
4. Les vêtements expriment la personnalité.			
5. L'important, c'est des vêtements confortables et pratiques.			
6. On doit acheter des vêtements chers.			
7. La marque (<i>brand</i>) est très importante.			
8.			
9.			
10.			

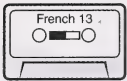
In the column labelled **R**, **Résultat** or *Results*, indicate whether the most common answer was **O** (**oui**), or **N** (**non**).

Advertising, with its bold, eye-catching images, creates an awareness of style and fashion and introduces new trends and products.



Activity 3: Les prix (Prices)

Another very significant purpose of advertising is to let people know the cost of your product. How do advertisers get you to look at the price? What are the catchwords and phrases used?



3.1

Listen to the radio ads on tape segment 528. What are some of the expressions used to indicate that a sale is happening? Repeat these expressions to yourself. Write the numbers in the order that corresponds with the expressions used for each radio ad on the tape segment 528.



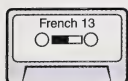
Ad A: _____ Ad C: _____ Ad E: _____

Ad B: _____ Ad D: _____

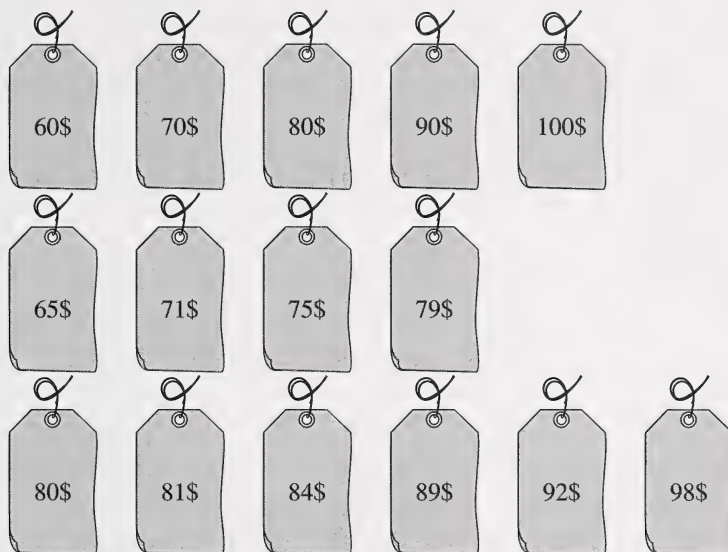
The signs here show the common expressions a store may use to advertise a sale.

At most stores, the *regular price* is the **prix ordinaire** while the *sale price* is referred to as the **prix en solde**.

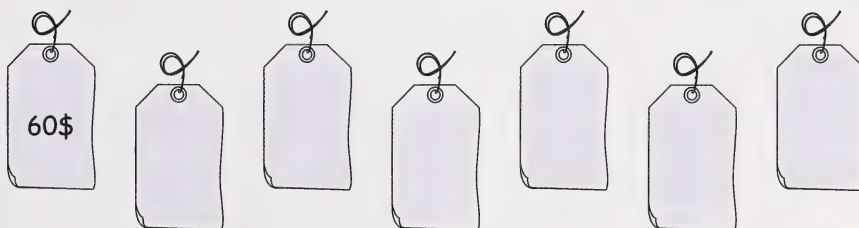
3.2



You are a new salesclerk learning the prices of the items in the store. Listen to tape segment 529 as the prices of the items are given to you. Listen carefully to how the numbers are given.



In your job as a salesclerk, you have to put a price tag on each item. Listen to tape segment 530 for the next group of prices and mark them in for the items described. Remember that the French place the dollar sign after the number. The first one is done for you as an example.



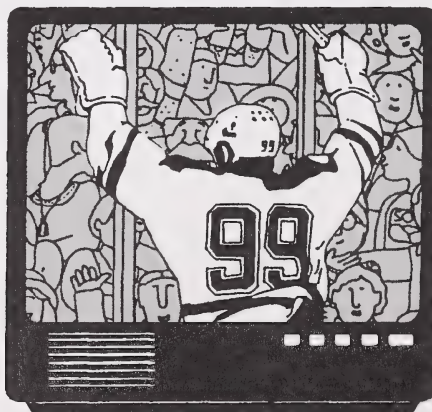
Check your answers in the Appendix, Section 2: Activity 3.2.

Cultural Observation

Remember, the pattern for naming numbers in French is different, but first appearances are sometimes deceiving. When counting, the first group of numbers in French and English goes from 1 to 20. There is no special division made based on a decimal system to show that these numbers are really two groups of ten. In English, this twenty-number grouping is referred to as a *score*, and you can still find reference to it in English phrases like *three score and ten years ago* and *a score of people*. In French, the same grouping of twenty occurs between 60–79 and 80–99. As you can see, rather than beginning with another separate group of ten, 70 is **soixante-dix**, or 60 plus 10. Likewise, 90 is **quatre-vingt-dix**, or 80 plus 10. This is based on the common method of counting that existed in both French and English a long time ago. Why didn't it change to a decimal system from 70 to 100 in France?



It might interest you to know that in Belgium and Switzerland, where French is spoken, people do count differently. They express these numbers in a decimal fashion. They would say **soixante** (60), **septante** (70), **octante** (80), **nonante** (90). Wayne Gretzky's number, for example, would have been **nonante-neuf**, rather than the usual **quatre-vingt-dix-neuf**.



3.3

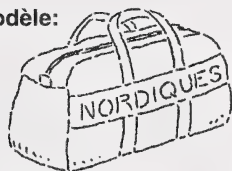


There is a big winter sale of hockey equipment at the store **Sports St-Laurent**. Listen to the advertisement on tape segment 531, and fill in the bargain price for each item.

Vente d'hiver chez Sports St-Laurent

Écris le prix de chaque article.

Modèle:



12,50 \$

1.



_____ \$

2.



_____ \$

3.



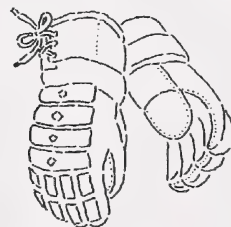
_____ \$

4.



_____ \$

5.



_____ \$

6.



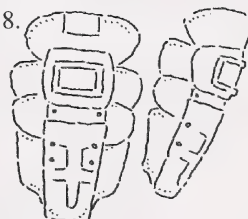
_____ \$

7.



_____ \$

8.



_____ \$

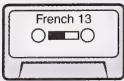
1

Check your answers in the Appendix, Section 2: Activity 3.3.

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

3.4

Of course, the idea behind advertising is to make you believe that the price you pay is a good deal and not expensive.



On tape segment 532, listen to the following dialogues between **un client et la vendeuse**. When the cost of an item is discussed, note whether the client considers it a good buy or too expensive. Place a ✓ in the appropriate column. The first one is done for you.



C'est cher.



C'est bon marché.

Item	C'est cher.	C'est bon marché.
1.	✓	
2.		
3.		
4.		
5.		

What do you think of the prices given in the ads you just heard? _____

Discussing prices is something you will do frequently throughout your lifetime.

3.5

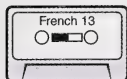


If you have a partner, ask your partner how much the following items of clothing cost. Your partner will make up the price. From his or her response, indicate whether you consider it expensive or a good buy. You can use any examples from this section as a reference if you wish. Use the following sample dialogue as a guide.

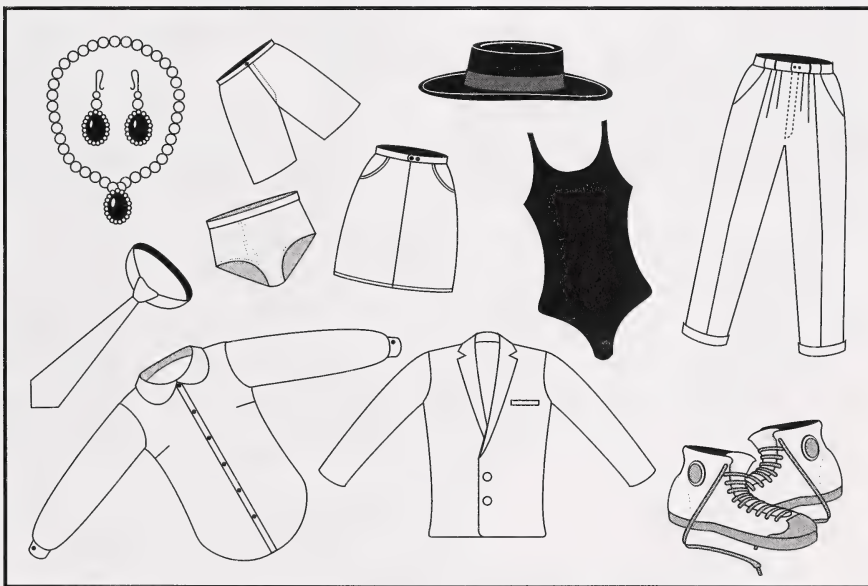
Toi: **Le pantalon, c'est combien?**

Le vendeur: **Ça coûte _____.**

Toi: **C'est trop cher** or **C'est bon marché.**

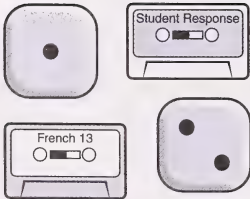
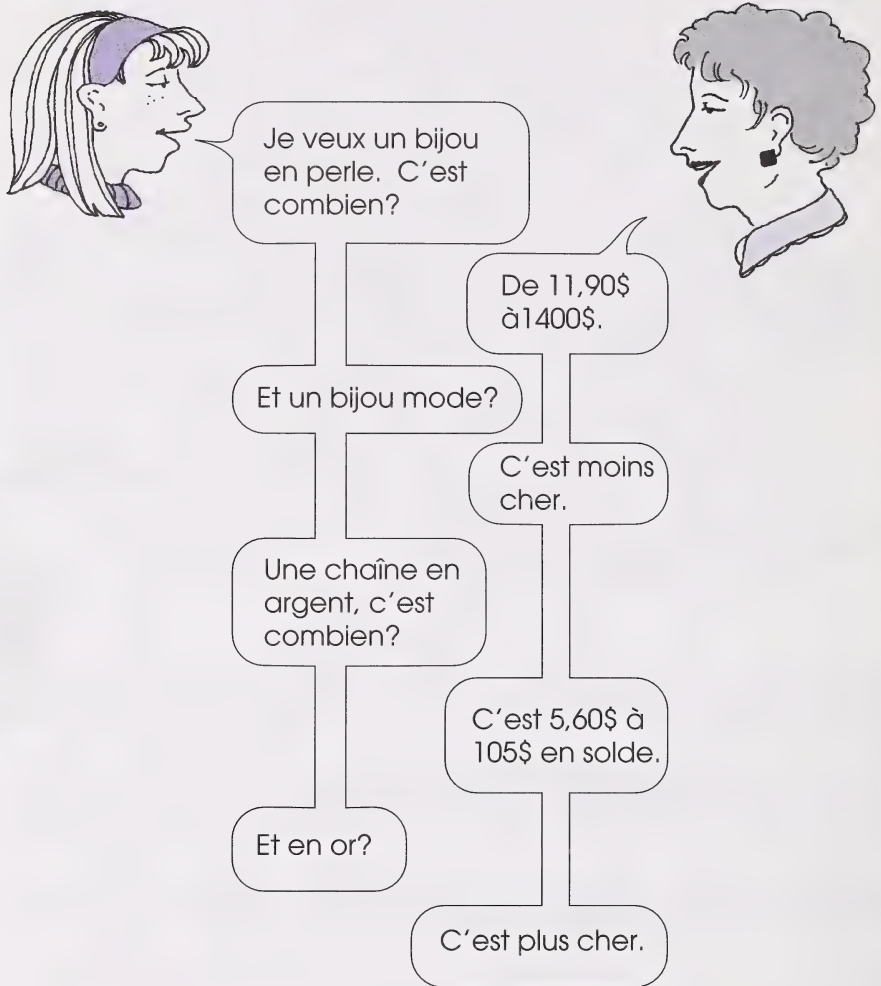


If you don't have a partner, use tape segment 533; but if you can find a partner, you will have a more enjoyable and beneficial experience carrying on a conversation with a real person.



You are now able to indicate how you feel about the cost of a certain item. On what do you base this judgement? You usually base it on how much you would have to pay for a similar product, or what you would ordinarily pay. You ask yourself, "How does the price asked compare to this?" and "How does one item compare in price to another?"

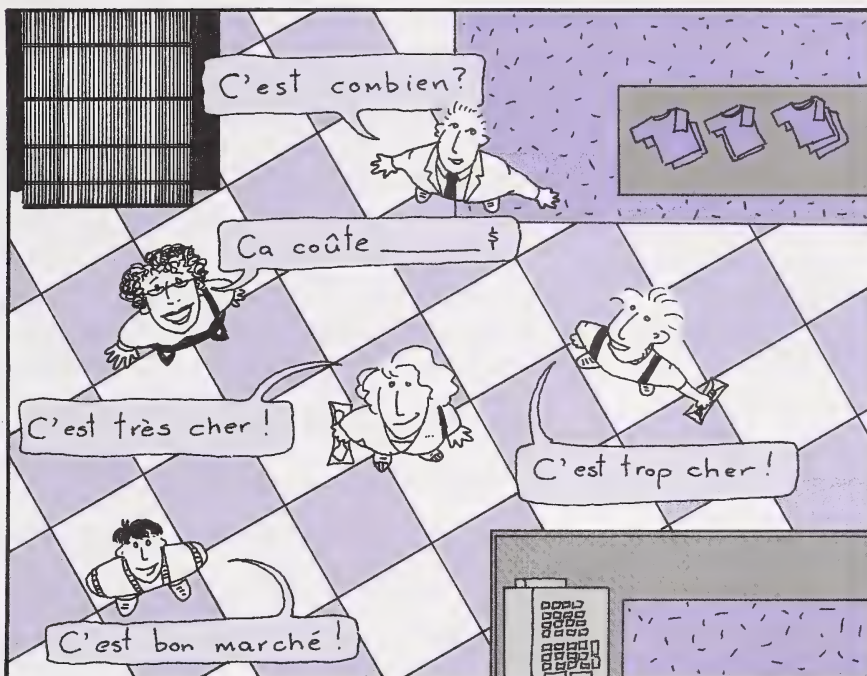
A client comes in (your partner) and wants to know how some items compare in price.



Follow the pattern shown in the sample dialogue to compare the price of different items. Work with a partner, or record the dialogue on your Student Response audiocassette if you work alone. (You may record your dialogue on a videocassette if you prefer.)

Check some sample answers on tape segment 534.

Pourquoi est-ce qu'on achète en solde? Parceque c'est _____ cher.



Whether or not a price is expensive depends on your financial situation. If you wanted to buy a sweater and it cost **25,95\$ plus la TPS (Taxe sur les Produits et les Services/ GST)**, what would you say? That it's **très cher**? It depends on the sweater, right? You might even think it **bon marché**. Now, if you look in your pockets and have only \$25, at the moment, it would be **trop cher**; you don't have enough money. When you compare the cost of clothing items from fashion designers to those from a department store's brand name, what do you think you would find in terms of cost?

Would the fashion designer items be **plus cher**, **très cher**, or even **trop cher**?

Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You can do both if you choose.

Extra Help 1



Listen to tape segment 535. As you listen again to Karine and Boris at the **défilé de mode**, write down the names of the items of clothing you recognize. Then listen to segment 535 again and write down the colours mentioned.

Article of Clothing	Colour
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Check your answers in the Appendix, Section 2: Extra Help 1.



Indicate in your own words what Boris and Karine would wear for the following activities.

- aller à un match de football: _____

- aller à un mariage: _____

- aller à la plage: _____

- aller au magasin: _____

Check your answers in the Appendix, Section 2: Extra Help 1.

Extra Help 2

Read the discussion between Boris and Karine on page 101 of your text. Then turn to page 102 and do textbook questions 3 and 4.

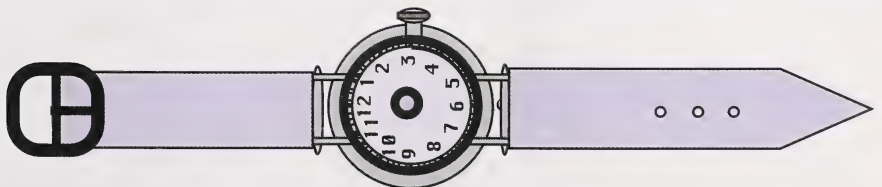
Textbook question 3:

- sur la table: _____
- sous la chaise: _____
- dans le sac: _____

Textbook question 4:

Vanessa would prefer _____.

Check your answers in the Appendix, Section 2: Extra Help 2.



Extra Help 4

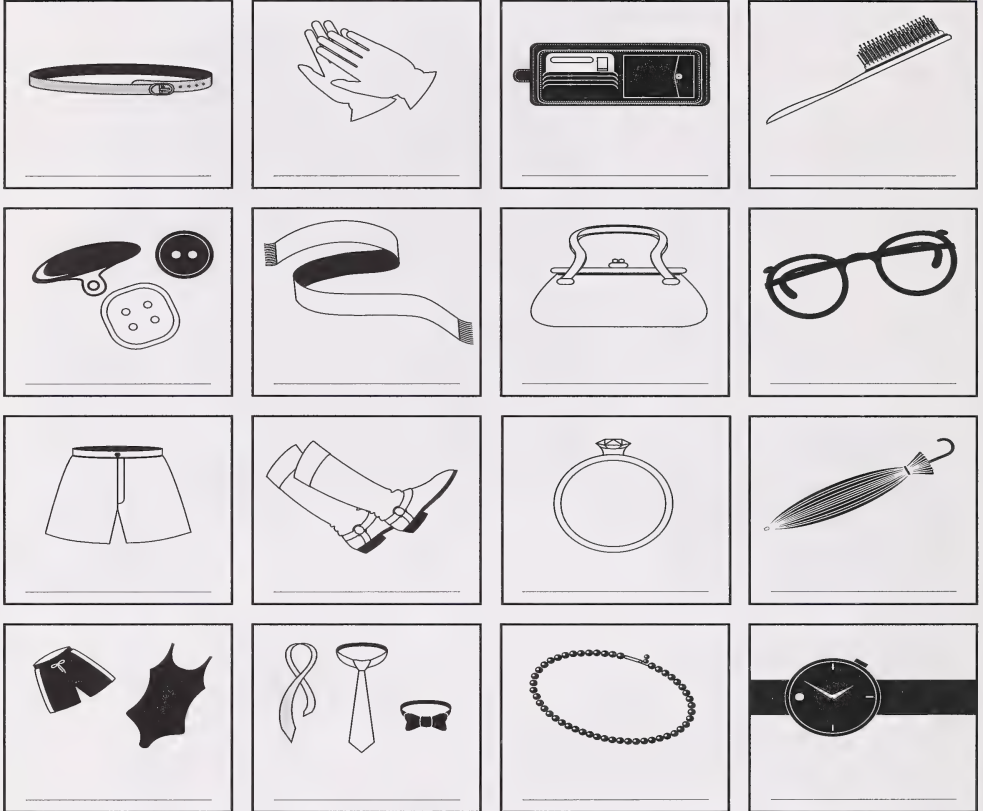
Find the hidden words and circle them. Then write each one on the line by the picture it matches.

Check your answers in the Appendix, Section 2: Extra Help 4.

¹Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Extra Help 5

Label each accessory with its French name.



Check your answers in the Appendix, Section 2: Extra Help 5.

Extra Help 6



Listen to tape segment 536. Each statement describes one or more items identified in the picture. Put a ✓ next to the items mentioned.

Put an ✕ on the items that have not been mentioned, and see if you know what they are called anyway. If an item has been mentioned but is not shown, draw it in.



Check your answers in the Appendix, Section 2: Extra Help 6.

Conclusion

In this section you've plunged deeper into the realm of fashion and you've learned vocabulary and expressions to go along with it.

You are now able to describe clothing using terms that indicate fabric and style. In addition, you can name fashion accessories used to enhance a wardrobe. You can also ask for and indicate the price of various items.

In addition to these specific skills, you are able to use your own experience and knowledge to figure out the meaning of new words that you come across in authentic situations. You can continue to learn on your own. **Bravo!**

Now turn to your Assignment Booklet 5A for Module 5: Section 2.
Complete the assignment for Section 2.

Section

3

Les achats (Shopping for Clothes)



Of course, now that you've looked at style, colour, and price, and you've learned the names of clothing and accessories, you will want to put these skills to good use by going shopping! In this section, you will look at ordering clothing from a catalogue by mail or by phone as well as buying items in a store. **Alors, allons magasiner!** *(Then, let's go shopping!)*

Activity 1: Placer une commande (Placing an Order)

Do you receive sale catalogues or flyers at home, from which you can order clothes or other items? What do you need to know before you actually buy clothes?

Things like style, colour, size, and fabric, right? In order to decide on your purchase, you must carefully read the description of the article. In some cases, you can't return the merchandise. Do you order by mail or phone?

What about those shopping channels on TV? Do you use them? They are very popular in France; in fact, television phone shopping (Minitel) is used more in France than in any other country in the world. Right now, you will look at some pages of a catalogue in French put out by Sears, one of Canada's major mail-order retailers.

1.1

Examine the cover page and page 3 of the Sears catalogue, which you'll find on the following pages. Then answer these questions.

1. During what hours can you order from this catalogue? _____
2. Until what date could you place your order from this catalogue? _____
3. Where would you find information about the blazer shown on the cover page?

4. Who is the personality modelling the blazer on the cover? How is she famous?

5. What are all the methods by which you can order from this catalogue?

6. When would you receive a 10% discount?

Check your answers in the Appendix, Section 3: Activity 1.1.

SEARS*
Le catalogue du Canada

Automne et hiver 1999

RABAIS 40%

Blazer en doux tissu
duveté, offert en
6 couleurs. Voir
à la page 2

BIENVENUE!

La nageuse olympienne
Joanne Malar

Pour en savoir plus,
voir à la page 1

**Nous sommes
toujours ouvert!**

24 heures sur 24,
7 jours sur 7
1-800-26-SEARS
WWW.SEARS.CA

Prix garantis

jusqu'au 26 mars 2000,
prix bas garanti.
Voir nos pages 1177-8

ÉPARGNEZ 10%
SUR VOTRE PREMIÈRE
COMMANDE DE 100\$
OU PLUS
Détails à la page 2

* Automne et hiver 1999 (Toronto: Sears Canada Inc., 1999). Reprinted by permission.

Ouvert en tout temps!
24 heures sur 24, 7 jours sur 7
1-800-26-SEARS
1-800-267-3277

Commandez sur notre site web à www.sears.ca

- Téléphone: 1-800-54 FAX-88 (1 800 543 2948)
- Modem: si vous avez l'appareil NIS, composez le 1-877-732-7710
- Par courrier électronique à sears@sears.ca

Vous pouvez compter sur nous!

Lorsque vous commandez dans tout catalogue Sears, vous pouvez vous être si un article est en stock et à quel moment votre commande sera prête.

Une fois la commande arrivée:

- Avec plus de 1700 points de vente, vous pouvez passer la grande majorité de vos achats au Canada.
- Du le faire livrer à domicile, à peu de frais, dans la plupart des régions.

réclame literie et bain

Le plus grand choix en 1999
...à compter de la

NOTRE COUVERTURE:
13 médailles d'or pour Joanne Malar, première femme à remporter plusieurs médailles aux Jeux olympiques. À ce jour, elle a remporté le plus grand nombre de médailles en 200 m et 400 m (4 médailles d'or et 4 médailles d'argent).
Née à Hamilton, en Ontario, Joanne Malar a remporté le plus grand nombre de médailles aux Jeux olympiques à Sydney.

Connaissez-vous vraiment le Canada?

Pour traverser dans notre catalogue plus de 40 questions intéressantes sur le Canada (celles que qui a été le premier gagnant de l'Indy 500 au Canada... et de quelle couleur est le bout de la queue du lynx canadien). Les questions sont inspirées du jeu Trivial Pursuit®. Cette 17^e édition canadienne de Trivial Pursuit® vendra à dessein.

TRIVIAL PURSUIT® GENIUS®
Édition canadienne, romane.
Quelques d'entre eux ont été créés pour les joueurs, qu'ils soient experts ou débutants.
062 092 280
En anglais seulement, Cdn. \$9,99
Trivial Pursuit® et Genius® sont des marques déposées de Hasbro-Abbott Ltd.
Utilisées avec la permission de Hasbro Canada Inc.

Certificats-cadeaux

Les certificats-cadeaux Sears peuvent être échangés contre toute marchandise des catalogues et magazines Sears au Canada. Ils peuvent être expédiés sans frais partout au Canada. Prix de commandes contre remboursement.

\$ 5	918 816 005
10 \$	938 816 010
25 \$	918 816 025
50 \$	918 816 050
100 \$	918 816 100



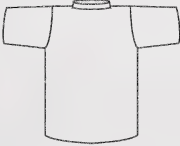
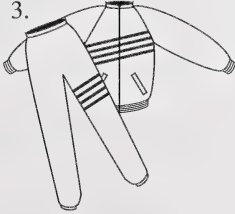
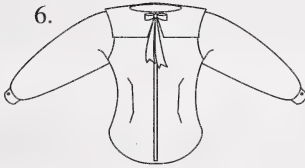




© COPYRIGHT CANADA, 1999 SEARS CANADA INC. IMPRIMÉ AU CANADA 3

¹ Automne et hiver 1999 (Toronto: Sears Canada Inc., 1999). Reprinted by permission.

1.2



Listen to tape segment 537. What size clothes do **les clients** want? Listen to the way in which the salesclerk asks for this information. Check off the size requested in each case.

1. 	petit <input type="checkbox"/>		30 <input type="checkbox"/>
	moyen <input type="checkbox"/>		32 <input type="checkbox"/>
	grand <input type="checkbox"/>		34 <input type="checkbox"/>
			36 <input type="checkbox"/>
2. 	petit <input type="checkbox"/>		
	moyen <input type="checkbox"/>		
	grand <input type="checkbox"/>		
3. 	petit <input type="checkbox"/>	6. 	6 <input type="checkbox"/>
	moyen <input type="checkbox"/>		8 <input type="checkbox"/>
	grand <input type="checkbox"/>		10 <input type="checkbox"/>
	x-grand <input type="checkbox"/>		12 <input type="checkbox"/>
4. 	36 <input type="checkbox"/>	7. 	6 <input type="checkbox"/>
	38 <input type="checkbox"/>		8 <input type="checkbox"/>
	40 <input type="checkbox"/>		10 <input type="checkbox"/>
	42 <input type="checkbox"/>		12 <input type="checkbox"/>
5. 	36 <input type="checkbox"/>	8. 	6 <input type="checkbox"/>
	38 <input type="checkbox"/>		8 <input type="checkbox"/>
	40 <input type="checkbox"/>		10 <input type="checkbox"/>
	42 <input type="checkbox"/>		12 <input type="checkbox"/>

Check your answers in the Appendix, Section 3: Activity 1.2.

Did you notice how the clients asked for the size of an item? What two words were used?

Depending on what you order, a variety of sizing guides are used. You will have noticed how, for example, the sizing of the clothes differs between Europe and North America. These different sizings are often stated on the same label, as clothes produced in one country may be shipped around the world. In Canada, you may have noticed changes in sizing for certain garments and shoes as new uniform standards are being adopted throughout the world.

1.3



You wish to order gifts for family and friends. Their sizes are listed on tape segment 538. As you listen to the tape, mark the gift number on its size as shown in the chart. Gift 1 is completed as a **modèle** by placing 1 on **Grandeurs canadiennes** 7/8 for **femmes**.

Les tableaux de grandeur

Grandeurs femmes pour jupes, pantalons, chandails, chemisiers

Grandeurs canadiennes	4	5/6	7/8	9/10	11/12	13/14	15/16	17/18
Tour de taille, cm	78 à 82	82 à 86	86 à 90	90 à 94	94 à 98	98 à 102	102 à 106	106 à 112
Tour de poitrine, cm	56 à 60	60 à 64	64 à 68	68 à 72	72 à 76	76 à 80	80 à 84	84 à 90
Tour de bassin, cm	84 à 88	88 à 92	92 à 96	96 à 100	100 à 104	104 à 108	108 à 112	112 à 116

Grandeurs hommes pour chandails, chemises

Grandeurs canadiennes	80	84	88	92	96	100	104	106	108
Tour de poitrine, cm	78 à 81	82 à 85	86 à 89	90 à 93	94 à 97	98 à 101	102 à 105	106 à 109	110 à 113

Check your answers in the Appendix, Section 3: Activity 1.3.

1.4

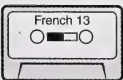


Your friends have been looking at a mail-order catalogue and now you are getting ready to place an order. On tape segment 539, your friends describe what they want to order. Complete the following chart, recording what they wish to order.

	Page	Description	Tissu	Couleur	Taille
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

Check your answers in the Appendix, Section 3: Activity 1.4.

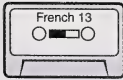
1.5



You and a friend are settling the final order. Your friend calls to indicate what he wishes to order. Listen to tape segment 540 to hear what he wants.

Check the Appendix, Section 3: Activity 1.4 to read what it says.

1.6



Listen to tape segment 541. A customer calls **3 Suissès**, a well-known French mail-order company, to place an order. She gives her personal information and then the details of the items she wishes to order. She then gives her method of payment. Complete **le Bon de Commande** on the next page, using the information from tape segment 541. Also include **le choix de votre cadeau** from the second page of the order form.

BON DE COMMANDE **AMIE 3 SUISSES**

à renvoyer à 3 SUISSES 1320, rue CHABANEL ouest, MONTRÉAL, PQ, H4N 3C4 ou à téléphoner.

À REMPLIR PAR VOUS-MÊME

Je suis déjà votre cliente et vous recommande particulièrement mon amie pour sa 1^{re} commande. Je vous indique ci-contre mon adresse.

N° CLIENT (si vous en possédez un)



VOTRE NUMÉRO DE TÉLÉPHONE DOMICILE
VOTRE NUMÉRO DE TÉLÉPHONE TRAVAIL

☐ M. NOM (EN MAJUSCULES)
☐ Mme PRÉNOM
☐ Mlle ADRESSE
☐ SOCIÉTÉ ASSOCIATION etc. VILLE
PROVINCE CODE POSTAL

À REMPLIR PAR VOTRE AMIE

091051

CADRE RÉSERVÉ AU CONTRÔLE
(NE RIEN INSCRIRE)

Je certifie que ceci est ma 1^{re} commande aux 3 Suisses (tout au moins depuis 3 ans) et que je commande pour mon propre compte. Voici mon nom et l'adresse à laquelle je désire recevoir mon colis.

N° CLIENT (si vous en possédez un)



VOTRE NUMÉRO DE TÉLÉPHONE DOMICILE
VOTRE NUMÉRO DE TÉLÉPHONE TRAVAIL

☐ M. NOM (EN MAJUSCULES)
☐ Mme PRÉNOM
☐ Mlle ADRESSE
☐ SOCIÉTÉ ASSOCIATION etc. VILLE
PROVINCE CODE POSTAL

136	Exemple: Lot de 2 ti-shirts	5 1 8 3 4 1 4 8 2	0 1 4 0	1, 1	1 1 9, 9 0	1 1 9, 9 0
Page	Désignation	Référence	Taille/ grandeur	Quantité	Prix unitaire	Prix total

VOTRE CADEAU

1

JE LE CHOISIS ET
JE NOTE ICI SA RÉFÉRENCE

Je coche ici ☐

GRATUIT

LES CADEAUX DE VOTRE AMIE

0 1 0 . 3 1 0 1 4 1 7 +



GRATUIT

Pour 40\$ de commande

Sa première commande (40\$ minimum) lui donne droit à ce bracelet et au prochain gros catalogue des sa parution.

JE CHOISIS MON MODE DE PAIEMENT

JE JOINS À MA COMMANDE: JE PAIE AVEC MA CARTE:

☐ un mandat-poste

☐ un chèque bancaire

☐ un avoir ou chèque 3 Suisses

☐ Visa

☐ Mastercard

DATE D'EXPIRATION

Signature (obligatoire)

J'inscris son 1^{er}

En commandant aux 3 Suisses CANADA, je les autorise à choisir le courriel en douane qui procédera au dédouanement de mes articles.

Total des articles

Participation aux frais de douane et d'envoi

Total A >

+ \$ 4,25

Total B >

Taxe sur les produits et services

(Ajouter 7% * Total B)

Total C >

Taxe de vente provinciale (Québec: seulement)

(Ajouter 8% * Total C)

TOTAL À PAYER

COMMENT RECEVOIR VOTRE CADEAU

- 1 INVITEZ une amie à passer sa 1^{re} commande aux 3 Suisses et recevez chacune un cadeau!
- 2 AIDEZ-LA à rédiger son 1^{er} bon de commande ci-dessus. Plus simple encore: passez votre commande "Amie" par téléphone!
- 3 CHOISISSEZ votre cadeau au verso et notez sa référence sur le bon de commande "Amie" ou donnez-la à votre conseillère téléphone. Vos cadeaux, celui de votre amie et le vôtre, seront dans le colis de votre amie.

LES CADEAUX DE VOTRE AMIE



Le 1^{er} est offert en 1^{re} commande de



En plus, votre amie recevra GRATUITEMENT des sa parution le prochain gros catalogue 3 Suisses.

FAITES DÉCOUVRIR
VOTRE CATALOGUE 3 SUISSES
À UNE AMIE ET

CHOISISSEZ
VOTRE
CADEAU

Ref. 00.0260

Ref. 00.3593

Ref. 00.0677

Ref. 00.2552

Ref. 00.3833

Ref. 00.1920

CHEQUE DE RÉDUCTION "AMIE"

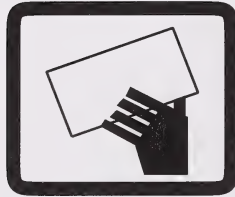
Valeur **\$20** DOLLARS

VOYEZ VITE AU DOS

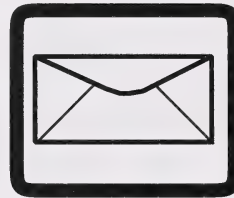
Check your answers in the Appendix, Section 3: Activity 1.5.

¹ 3 Suisses for the page accompanying the order form from *Sélection des meilleurs produits du Catalogue Printemps-Été 1991*. Reprinted by permission of 3 Suisses, Croix, France.

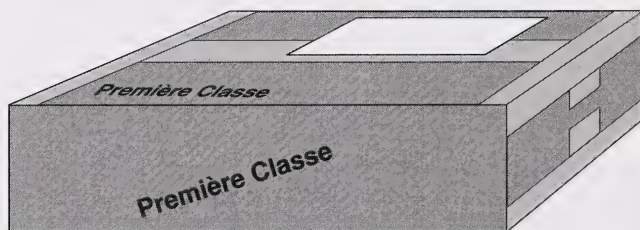
What choices do you have for making your payment? **Carte de crédit** is quite obvious, but what did you figure **un mandat-poste**, **un chèque bancaire**, and **un avoir** or **chèque 3 Suisses** to be? If you got all three, **bravo!**



Bureau de poste means *post office*, so if you guessed **mandat-poste** is a *postal money order*, you were correct. **Un chèque bancaire** is a *bank cheque* or *certified cheque*. **Un avoir** or **chèque 3 Suisses** is a voucher or a rebate from the company that you can use instead of cash. You probably get it by returning an item or accumulating bonus points.



What happens to your order form after you have completed it? Do you mail it or phone it in – **courier** or **téléphone**? It shouldn't be too long before the parcel arrives and you can sport your new clothes!








Activity 2: Au magasin (At the Clothing Store)

In this activity, you will have the opportunity to go into a store and do some shopping. How do you ask the salesclerk for information? How does he or she ask you how you wish to pay? Have you ever had to return items to the store? Why did you return them? In this activity, you will look at all of these things as they happen **au magasin**.

When shopping for clothes, what do you look at? The price? What else? Do you look at the label? What information does it contain?

Brand name and type of material? Yes. In most cases there is also a label indicating the washing instructions. These are usually given in a series of symbols. Do you know what they all mean?

				
a. lavage	b. décolorant	c. séchage	d. repassage	e. nettoyage à sec
rouge = arrêtez			jaune = attention	
vert = allez-y				

You will find these symbols and their explanations in the Appendix of this module.

2.1

Listen to tape segment 542 as the clerk explains to the client what the symbols on each garment represent.



- 

jaune
 

rouge
 

vert
 

vert
- 

vert
 

vert
 

jaune

¹ Industrie Canada/Industry Canada, *Lisons les étiquettes*, [Strategis.ic.gc.ca/Follow the Signs](http://Strategis.ic.gc.ca/Follow%20the%20Signs), Strategis.ic.gc.ca. Reproduit avec la permission du Ministre des Travaux publics et Services gouvernementaux Canada, 2000/ Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2000.



Listen to your tape more than once to make sure you know the symbols.

2.2



Listen to tape segment 543 as the washing instructions for three items of clothing are described. Draw the corresponding symbols you would find on each label. Be sure to indicate the colour of each.

1.

2.

3.

Check your answers in the Appendix, Section 3: Activity 2.2.

2.3

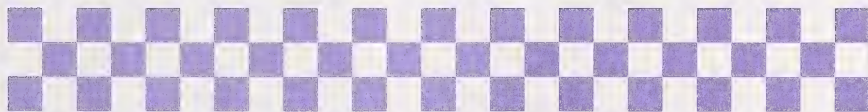


You are shopping for clothes in a local store and you can't find what you're looking for. You want to ask the salesclerk for some help. Listen to tape segment 544 for some examples.



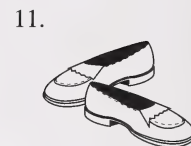
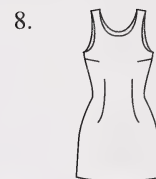
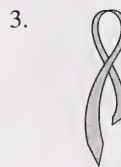
What did you notice about the way clients ask for an item? What phrase did they each use?

In such circumstances, you ask with **je voudrais** (*I would like*), a more polite form of saying that you want something.

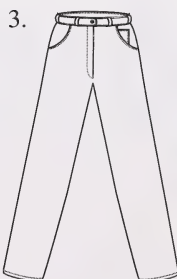
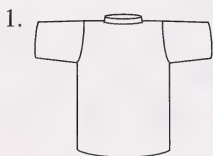




If you have a partner, tell your partner, a salesclerk, that you would like the following items of clothing. Your partner will ask you what colour you want.

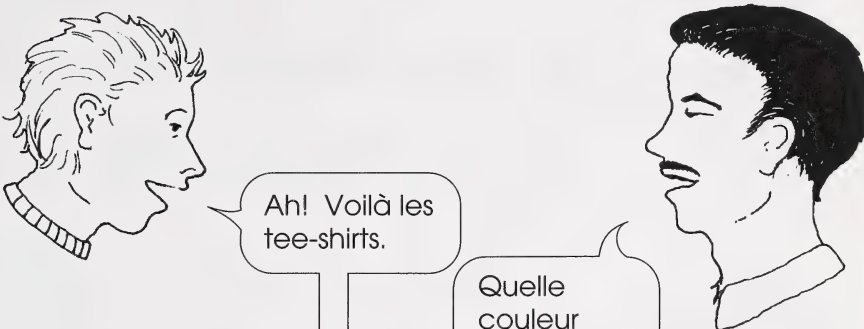


If you don't have a partner, use tape segment 545 to ask for the following items of clothing.



2.4

You are conducting a survey for a department store interested in finding out what kinds of things their customers are buying. Read the following dialogue. Then note how the information is used to fill in the grid.



Ah! Voilà les tee-shirts.

Quelle couleur préfères-tu?

Jaune, je crois.

Et de quelle taille?

Grand, d'habitude.

Tiens, voici un tee-shirt jaune grand.

C'est combien?

Ce n'est pas très cher – 12,95\$.

Bon, je le prends.



Listen to the conversations on tape segment 546 and fill in the grid. The first one is done for you.

Vêtements	Couleur	Taille	Valeur	
			cher	bon marché
tee-shirt	<i>jaune</i>	<i>grand</i>		x
complet				
jupe				
robe				
chandail				

Check your answers in the Appendix, Section 3: Activity 2.4.

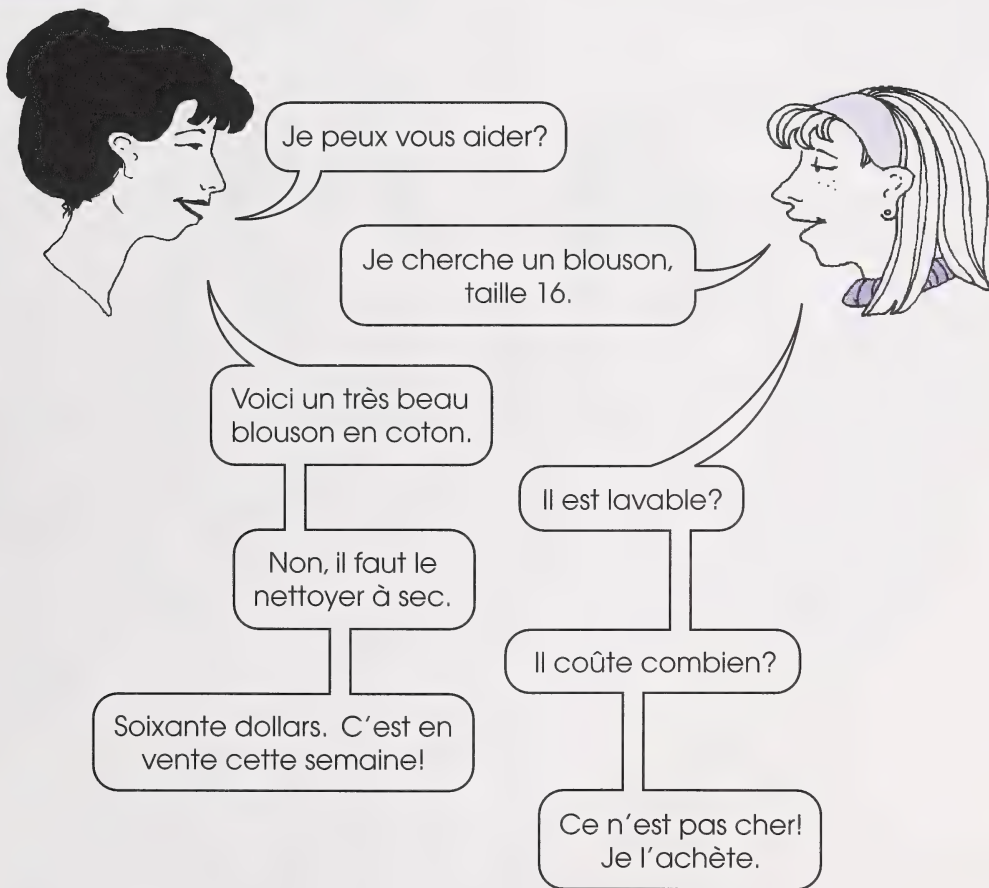
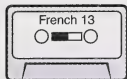


2.5

Oral Assignment

If you have a learning facilitator, complete this task with him or her. If you are a student of the Alberta Distance Learning Centre, telephone the ADLC after practising this assignment and ask to speak to a French teacher.

You wish to buy certain items for yourself or your friends. Your partner is the salesclerk. Using the outline of the conversation that follows, ask for the items that are pictured after the conversation. If you don't have a partner, use tape segment 547 for practice before completing this with your facilitator or teacher.



Look up the words **tailleur** and **pointure** in the lexique or the dictionary.

1.



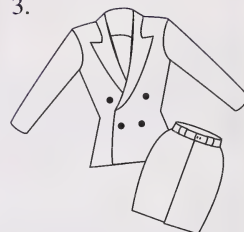
pointure 7
lavable
36,00\$

2.



en cuir italien
pointure 9
300,00\$

3.



100% laine
tailleur 16
nettoyer à sec
380,00\$

4.



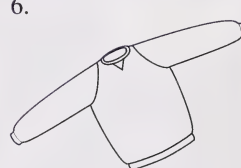
100% nylon
taille 6, lavable
62,00\$

5.



100% polyester
tailleur 42, lavable
250,00\$

6.



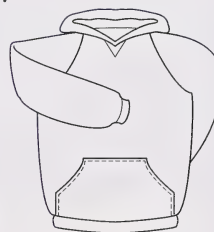
100% acrylique
taille 14, lavable
46,00\$

7.



50% polyester
50% coton
taille 26,
lavables 29,00\$

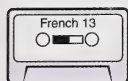
8.



100% coton
taille moyenne
lavable
39,00\$

After you have decided to buy an item, you must pay for it. How do you want to pay?

2.6



Listen to tape segment 548, as the customers ask the price, and the clerk asks how they intend to pay. The tape matches the following illustrations.

-
-
-
-

If you have a partner, tell him or her how you intend to pay the bill. Use the pictures to respond to the question “**Comment allez-vous payer?**” If you don’t have a partner, record the questions and answers on your Student Response audiocassette. (If you prefer, record your dialogue on a videocassette.)

2.7

You have just a bit more shopping to do. As you come into the store, a clerk is waiting for you. With a partner, role-play the different situations that might occur. If you study alone, play both roles. Indicate what you want to order, and then respond to questions of size, colour, price, and payment. Record this on your Student Response audiocassette or videocassette.

Clerk: Bonjour, je peux vous aider?

You: **Je voudrais un chandail.**

Clerk: De quelle taille?

You: (giving size)

Clerk: **De quelle couleur?**

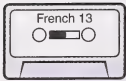
You: (giving colour)

Clerk: **Ça fait _____ \$.** Comment allez-vous payer?

You: (giving payment method)

You have completed a great day of shopping and are very pleased with your purchases. Is this always the case? Do you sometimes have second thoughts once you get home? What about items of clothing you receive as gifts? Do you often return them? Why? Because the sizes aren't right? You don't like the colours? They aren't the styles you want?

2.8

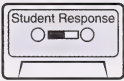


When you return an item, the clerk will usually ask you why it is being returned. Listen to the following conversations on tape segment 549 and identify the reason given by placing an **X** in the appropriate space on the chart. An example is provided for you.

Objet	Style	Couleur	Taille	Tissu
Modèle		X		
1.				
2.				
3.				
4.				

Check your answers in the Appendix, Section 3: Activity 2.8.

2.9



If you have a partner, role-play the client and clerk, as the client wishes to return various items of merchandise. You are not limited to clothing; you can return accessories, sports equipment, and so on. See if you can give a good reason in answer to the clerk's question **"Pourquoi voulez-vous retourner l'objet?"** If you don't have a partner, play both roles and record your dialogues on your Student Response audiocassette. (If you prefer, you may record your dialogues on a videocassette.) Listen to them tomorrow.



2.10

Occasionally, when you return an item, the clerk will ask you to fill out a form giving your name and stating why the object is being returned.

Listen to the conversations between the clerk and the client on tape segment 550; and for each conversation, write in the personal information and the reason for the return. The first is done as an example.



1.

NOM	<u>Roch Séguin</u>
ADRESSE	<u>135 – 199 e Rue</u>
NUMÉRO DE TÉLÉPHONE	<u>557-0818</u>
ARTICLE RETOURNÉ	<u>chandail</u>
RAISON	<u>couleur</u>

2.

NOM	_____
ADRESSE	_____
NUMÉRO DE TÉLÉPHONE	_____
ARTICLE RETOURNÉ	_____
RAISON	_____

3.

NOM	_____
ADRESSE	_____
NUMÉRO DE TÉLÉPHONE	_____
ARTICLE RETOURNÉ	_____
RAISON	_____

4.

NOM	_____
ADRESSE	_____
NUMÉRO DE TÉLÉPHONE	_____
ARTICLE RETOURNÉ	_____
RAISON	_____

5.

NOM	_____
ADRESSE	_____
NUMÉRO DE TÉLÉPHONE	_____
ARTICLE RETOURNÉ	_____
RAISON	_____

Check your answers in the Appendix, Section 3: Activity 2.10.



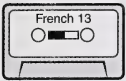
PHOTOSEARCH LTD.

Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You can do both if you choose.

Extra Help 1

You are shopping in a small town in Quebec. Listen to tape segment 551 as a very helpful clerk tells you the price of various items. If you want to role-play this with a partner, the prices of the items are given in the Appendix. As you listen, put the prices on the items.



Check your answers in the Appendix, Section 3: Extra Help 1.

Extra Help 2

Arrange the sentences of each dialogue in the correct order. The first one should be given the letter *a*, the next one *b*, and so on.

1. _____ Je cherche un chemisier taille 8.
 _____ Est-ce que je peux vous aider?
 _____ Peut-être la semaine prochaine.
 _____ Je regrette, il n'y a pas de taille 8.
 _____ Quand est-ce que vous allez en recevoir?

2. _____ Nous avons un chandail noir taille 38.
 _____ Est-ce que vous avez des chandails noirs?
 _____ Bonjour, est-ce que je peux vous aider?
 _____ De quelle taille?
 _____ Je prends un chandail taille 40.
 _____ Je vais l'essayer.
 _____ Voici les chandails taille 40, mais il n'y a pas de noir.

3. _____ Certainement, la cabine est par ici.
 _____ Elle vous va très bien, Madame.
 _____ Essayez une 9-10. C'est un beau jaune canary.
 _____ Vous désirez, Madame?
 _____ Je ne sais pas. Elle est trop petite.
 _____ C'est parfait. Je l'achète.
 _____ Je voudrais essayer cette robe jaune, s'il vous plaît.

Check your answers in the Appendix, Section 3: Extra Help 2.

Enrichment 1

Au grand magasin Lambert, il y a des chaussures d’hommes à 32,00\$ la paire.
Listen to tape segment 552 and indicate whether the other items are **moins cher** (less expensive), **aussi cher** (as expensive), or **plus cher** (more expensive) than these shoes.

	moins cher	aussi cher	plus cher
1. les espadrilles			
2. les pantalons			
3. les chemises			
4. les ceintures			
5. les robes			
6. les blousons			
7. les chaussettes			
8. les bottes			
9. les complets			
10. les blouses			

Check your answers in the Appendix, Section 3: Enrichment 1.

Enrichment 2

Écoute l’enregistrement numéro 553 et choisis la bonne réponse. (Listen to tape segment 553 and choose the right answer.)

- _____

1. Ce soir les deux filles vont ...
a. au bal
b. chez **Eaton**
c. à St. Isidore
- _____

2. Pour aller au bal, Nicole a besoin d’...
a. un pull
b. une robe
c. un blouson
- _____

3. Chez **Eaton** on a un rabais de ...
a. 14%
b. 30%
c. 40%

- _____ 4. Le rabais est sur les ...
 a. robes
 b. blousons
 c. pulls
- _____ 5. Si elle ne trouve pas de robe chez **Eaton**, Nicole va ...
 a. chez la Baie
 b. dans les boutiques
 c. chez Sears
- _____ 6. La fin de semaine, c'est ...
 a. l'anniversaire de Nicole
 b. l'anniversaire de mariage de Suzanne
 c. l'anniversaire de mariage des grands-parents de Suzanne
- _____ 7. Les grands-parents de Suzanne habitent à ...
 a. St. Paul
 b. St. Isidore
 c. St. Albert
- _____ 8. Suzanne revient ...
 a. vendredi
 b. samedi
 c. dimanche

Check your answers in the Appendix, Section 3: Enrichment 2.

Enrichment 3



Listen to tape segment 554. Then check your listening skills by filling in the blanks.

1. Le client veut acheter un complet en _____ et une _____.
2. Le complet dans **la vitrine** (*display window*) est de couleur _____.
3. Le client cherche un complet de _____ 36.
4. La chemise est 50% _____ et 50% _____.
5. La chemise est **disponible** (*available*) avec des rayures _____, _____, ou _____.
6. Le client n'achète pas _____, mais il achète trois _____.
7. La TPS (*GST*) est _____%.
8. Alors, la TPS sur 75\$ est _____\$.

Check your answers in the Appendix, Section 3: Enrichment 3.

Conclusion

You should now be a skillful shopper in French! You are able to discuss the prices of various items and you can complete order forms. In addition, you are able to purchase items of clothing from a store and request the correct size and colour of what you want. With all of these skills, you should be ready to hit the mall.

Remember: “When the going gets tough, the tough go shopping.”

Allez-y!

Now turn to your Assignment Booklet 5B for Module 5: Section 3.
Complete the assignment for Section 3.

MODULE SUMMARY

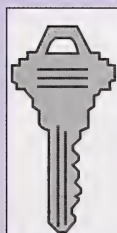
Module 5 has given you the opportunity to learn useful vocabulary related to **les vêtements, les accessoires, les articles de toilette, le magasinage, et la mode**. You have learned to use polite expressions such as **Est-ce que je peux vous aider?** and **je voudrais** when offering help or requesting things. You’ve learned vocabulary and phrases for purchasing clothing items and describing size, fabric, colour, and style of clothing. You can discuss the mode of payment for a purchase, such as **argent comptant, carte de crédit, chèque, mandat-poste, and chèque bancaire**. Among the verbs you have used are **porter, coûter, acheter, and commander**.

The knowledge and skills you have acquired will be useful in many other situations, such as in Module 6, when you will be learning to buy food and to order meals in a restaurant, and in Module 7, when you will study weather and its effects on clothing. And, if you would really like to buy items in French by mail order, remember that some of the large national retail chains, such as **Sears, La Baie, and D’Allaird’s**, have catalogues and flyers available in French. It is no harder to use their services in reality than in the activities you completed in this module.

En avant!

Now turn to your Assignment Booklet 5B for Module 5.
Complete the Final Module Assignment.

Appendix

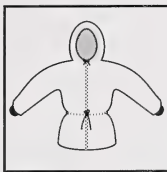


	Glossary
	Activities
	Extra Help
	Enrichment

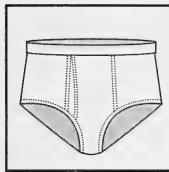
Glossary

Les vêtements

l'anorak



le caleçon/le slip



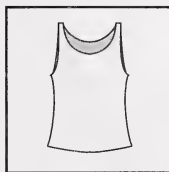
le chapeau



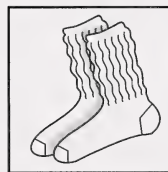
les bas culotte



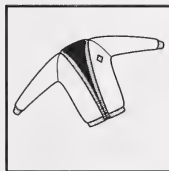
la camisole



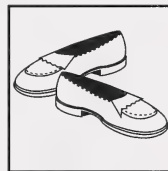
les chaussettes

les baskets/
les espadrilles

le cardigan



les chaussures



le bermuda



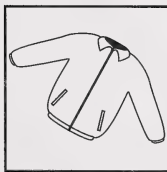
la casquette



la chemise



le blouson



la ceinture



le chemisier



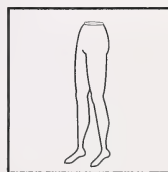
les bottes



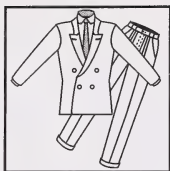
le chandail



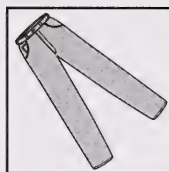
le collant



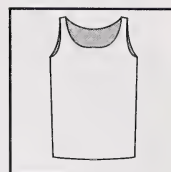
le complet



le jean



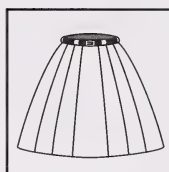
le maillot de corps



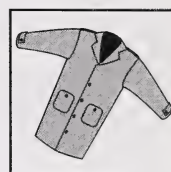
la cravate



la jupe



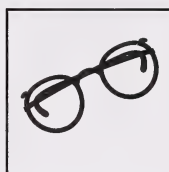
le manteau



la culotte



les lunettes



le pantalon



le gant



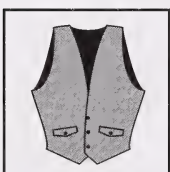
les lunettes de soleil



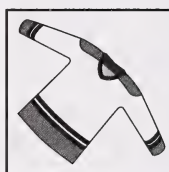
les pantoufles



le gilet



le maillot de sport



le portefeuille



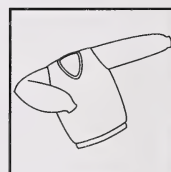
l'imperméable



le maillot de bain



le pull



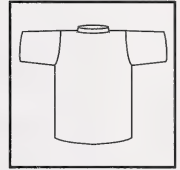
le pyjama



les souliers



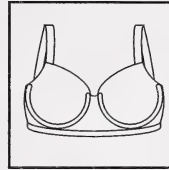
le tee-shirt



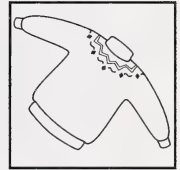
la robe



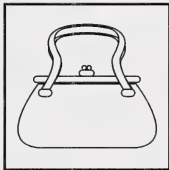
le soutien-gorge



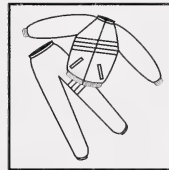
le tricot



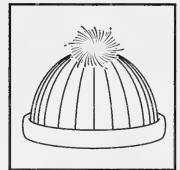
le sac



le survêtement



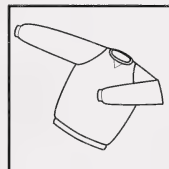
la tuque



le slip



le sweatshirt



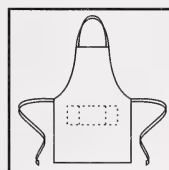
la veste



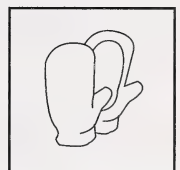
le smoking



le tablier



les mitaines



Les accessoires

une bague

- a ring

un bandeau

- a headband

les boucles d'oreilles

- earrings

un bracelet

- a bracelet

un collier

- a necklace

une écharpe

- a scarf

un foulard

- a scarf (winter)

une montre

- a watch

une parapluie

- an umbrella

Les articles de toilette

la brosse à cheveux

- the hair brush

la brosse à dents

- the toothbrush

le désodorisant

- the deodorant

le maquillage

- the make-up

la pâte dentifrice

- the toothpaste

le peigne

- the comb

le rasoir

- the razor

une serviette

- a napkin

le shampooing

- the shampoo

Autres mots

accrocher

- to hang up

acheter

- to buy

aider

- to help

aimer

- to like

apporter

- to bring something

l'argent comptant

- cash

assez

- quite

attendre

- to wait for

une aubaine

- a bargain

aussi

- also

autre chose

- something else

avoir

- to have

un bal	• a dance
j'ai besoin de	• I need
un billet de 10\$	• a \$10 bill
bleu marin	• navy blue
bon marché	• inexpensive
une carte d'identité	• ID card
celui/celle	• the one
chaque couleur	• each colour
chaud	• hot
cher	• expensive
chercher	• to look for
un choix	• a choice
un colis	• a package
une combinaison	• overalls
elle conduit	• she drives
coordonné	• matching
croire	• to believe
Je ne crois pas.	• I don't think so.
décolorant	• bleach
demander	• to ask
disponible	• available
Il doit nettoyer.	• He needs to clean.
donner	• to give
douce	• gentle
échanger	• to exchange
s'écrit	• is written

emprunter	<ul style="list-style-type: none">• to borrow
épeler	<ul style="list-style-type: none">• to spell
une équipe	<ul style="list-style-type: none">• a team
espérer	<ul style="list-style-type: none">• to hope
essayer	<ul style="list-style-type: none">• to try/to try on
une étoffe	<ul style="list-style-type: none">• a cloth
Je m'excuse.	<ul style="list-style-type: none">• I'm sorry.
faire	<ul style="list-style-type: none">• to do/to make
faire sa toilette	<ul style="list-style-type: none">• to wash up
faire une commande	<ul style="list-style-type: none">• place an order
faire confiance à	<ul style="list-style-type: none">• to rely on
fermé(e)	<ul style="list-style-type: none">• closed
une flamme	<ul style="list-style-type: none">• a flame
froid(e)	<ul style="list-style-type: none">• cold
gratuit	<ul style="list-style-type: none">• free
d'habitude	<ul style="list-style-type: none">• usually
joli	<ul style="list-style-type: none">• pretty
un(e) joueur(euse)	<ul style="list-style-type: none">• a player
la laine	<ul style="list-style-type: none">• wool
lavable	<ul style="list-style-type: none">• washable
le lavage	<ul style="list-style-type: none">• the washing
laver	<ul style="list-style-type: none">• to wash
Lequel?	<ul style="list-style-type: none">• Which one?
le lit	<ul style="list-style-type: none">• the bed
les meilleurs prix	<ul style="list-style-type: none">• best prices
mettre	<ul style="list-style-type: none">• to put on/to put

vosre monnaie	<ul style="list-style-type: none">• your change
le mur	<ul style="list-style-type: none">• the wall
nettoyage à sec	<ul style="list-style-type: none">• drycleaning
nettoyer	<ul style="list-style-type: none">• to clean
oublier	<ul style="list-style-type: none">• to forget
On part.	<ul style="list-style-type: none">• We are leaving.
un permis de conduire	<ul style="list-style-type: none">• a driver's license
peut-être	<ul style="list-style-type: none">• maybe
Je peux vous aider.	<ul style="list-style-type: none">• I can help you.
le plancher	<ul style="list-style-type: none">• the floor
une poche poitrine	<ul style="list-style-type: none">• a breast pocket
porter	<ul style="list-style-type: none">• to wear/to carry
pouvoir	<ul style="list-style-type: none">• to be able
premièrement	<ul style="list-style-type: none">• firstly
prendre	<ul style="list-style-type: none">• to take/to pick up
préparer	<ul style="list-style-type: none">• to prepare
Je vous en prie.	<ul style="list-style-type: none">• You're welcome.
protéger	<ul style="list-style-type: none">• to protect
Puis-je?	<ul style="list-style-type: none">• Can I?
un rabais	<ul style="list-style-type: none">• a discount
rayé(e)	<ul style="list-style-type: none">• striped
des rayures	<ul style="list-style-type: none">• stripes
le repassage	<ul style="list-style-type: none">• the ironing
retourner	<ul style="list-style-type: none">• to return
on revient	<ul style="list-style-type: none">• is coming back
Je ne sais pas.	<ul style="list-style-type: none">• I don't know.

un sarrau	<ul style="list-style-type: none">• a smock
le séchage	<ul style="list-style-type: none">• drying
la soie	<ul style="list-style-type: none">• silk
en solde	<ul style="list-style-type: none">• on special
souvent	<ul style="list-style-type: none">• often
un tapis	<ul style="list-style-type: none">• a rug/a carpet
une tenue	<ul style="list-style-type: none">• an outfit
tiède	<ul style="list-style-type: none">• lukewarm
un tissu	<ul style="list-style-type: none">• a fabric
une tornade	<ul style="list-style-type: none">• a tornado
la TPS	<ul style="list-style-type: none">• the GST
trouver	<ul style="list-style-type: none">• to find
te va	<ul style="list-style-type: none">• suits you
une valeur	<ul style="list-style-type: none">• a value
une valise	<ul style="list-style-type: none">• a suitcase
varié(e)	<ul style="list-style-type: none">• varied
en vente	<ul style="list-style-type: none">• on sale
une vitrine	<ul style="list-style-type: none">• display window
voir	<ul style="list-style-type: none">• to see
je voudrais	<ul style="list-style-type: none">• I would like
nous voudrions	<ul style="list-style-type: none">• we would like
vouloir	<ul style="list-style-type: none">• to want

Les numéros

1	un	26	vingt-six	51	cinquante et un	76	soixante-seize
2	deux	27	vingt-sept	52	cinquante-deux	77	soixante-dix-sept
3	trois	28	vingt-huit	53	cinquante-trois	78	soixante-dix-huit
4	quatre	29	vingt-neuf	54	cinquante-quatre	79	soixante-dix-neuf
5	cinq	30	trente	55	cinquante-cinq	80	quatre-vingt
6	six	31	trente et un	56	cinquante-six	81	quatre-vingt-un
7	sept	32	trente-deux	57	cinquante-sept	82	quatre-vingt-deux
8	huit	33	trente-trois	58	cinquante-huit	83	quatre-vingt-trois
9	neuf	34	trente-quatre	59	cinquante-neuf	84	quatre-vingt-quatre
10	dix	35	trente-cinq	60	soixante	85	quatre-vingt-cinq
11	onze	36	trente-six	61	soixante et un	86	quatre-vingt-six
12	douze	37	trente-sept	62	soixante-deux	87	quatre-vingt-sept
13	treize	38	trente-huit	63	soixante-trois	88	quatre-vingt-huit
14	quatorze	39	trente-neuf	64	soixante-quatre	89	quatre-vingt-neuf
15	quinze	40	quarante	65	soixante-cinq	90	quatre-vingt-dix
16	seize	41	quarante et un	66	soixante-six	91	quatre-vingt-onze
17	dix-sept	42	quarante-deux	67	soixante-sept	92	quatre-vingt-douze
18	dix-huit	43	quarante-trois	68	soixante-huit	93	quatre-vingt-treize
19	dix-neuf	44	quarante-quatre	69	soixante-neuf	94	quatre-vingt-quatorze
20	vingt	45	quarante-cinq	70	soixante-dix	95	quatre-vingt-quinze
21	vingt et un	46	quarante-six	71	soixante et onze	96	quatre-vingt-seize
22	vingt-deux	47	quarante-sept	72	soixante-douze	97	quatre-vingt-dix-sept
23	vingt-trois	48	quarante-huit	73	soixante-treize	98	quatre-vingt-dix-huit
24	vingt-quatre	49	quarante-neuf	74	soixante-quatorze	99	quatre-vingt-dix-neuf
25	vingt-cinq	50	cinquante	75	soixante-quinze	100	cent

Grammar Observation

Verbes

Remember that except for **aller**, the **-er** verbs usually follow the pattern of **aimer**, so you would say **j'aime, je donne, j'emprunte, je lave, je demande**, and so on. (See page 65 of the textbook.)

Six **-er** verbs in the Lexique make minor changes in their stems (except for in the **nous** and **vous** forms). Compare:






























acheter – j'achète
protéger – je protège
nettoyer – je nettoie

épeler – j'épelle
espérer – j'espère
essayer – j'essaie

For the pattern of regular **-re** verbs, such as **attendre**, see page 117 of your textbook.

Lisons les étiquettes

Ces symboles vous indiqueront ce qu'il faut faire, ou ne pas faire, lors du lavage, du blanchiment, du séchage, du repassage ou du nettoyage à sec.

	Arrêtez	Soyez prudent	Procédez
<div></div> <div>Lavage</div>	<div></div> <div>Ne pas laver</div>	<div> Laver à la main à l'eau tiède</div> <div> Laver à la machine à l'eau tiède avec agitation réduite</div> <div> Laver à la machine à l'eau fraîche avec agitation réduite</div> <div> Laver à la machine à l'eau chaude avec agitation réduite</div>	<div> Laver à la machine à l'eau chaude avec agitation normale</div> <div> Laver à la machine à l'eau très chaude avec agitation normale</div>
<div></div> <div>Blanchiment au chlorure</div>	<div></div> <div>Ne pas utiliser de chlorure décolorant</div>	<div></div> <div>Utiliser un chlorure décolorant suivant les indications</div>	
<div></div> <div>Séchage</div>		<div> Sécher à plat</div> <div> Sécher par culbutage à basse température</div>	<div> Sécher par culbutage à moyenne ou haute température</div> <div> Suspendre pour sécher</div> <div> Suspendre pour sécher sans essorer</div>
<div></div> <div>Repassage</div>	<div></div> <div>Ne pas repasser</div>	<div> Repasser à basse température</div> <div> Repasser à moyenne température</div> <div> Repasser à basse température</div> <div> Repasser à moyenne température</div>	<div> Repasser à haute température</div> <div> Repasser à haute température</div>
<div></div> <div>Nettoyage à sec</div>	<div></div> <div>Ne pas nettoyer à sec</div>	<div> Nettoyer à sec—avec précaution</div>	<div> Nettoyer à sec</div>



Canada

Symbols in the **Arrêtez** column are red. Those in the **Soyez prudent** column are amber or yellow. The symbols in the **Procédez** column are green.

¹ Industrie Canada/Industry Canada, *Lisons les étiquettes*, [Strategis.ic.gc.ca/Follow the Signs](http://Strategis.ic.gc.ca/Follow%20the%20Signs), Strategis.ic.gc.ca. Reproduit avec la permission du Ministre des Travaux publics et Services gouvernementaux Canada, 2000/Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2000.

Suggested Answers

Section 1: Activity 1

1.1

	Blanc	Rouge	Orange	Jaune	Vert	Bleu	Violet	Brun	Noir	Équipe
1.	x								x	Kings de Los Angeles
2.	x	x				x				Canadiens de Montréal
3.	x					x				Nordiques de Québec
4.	x	x		x						Flames de Calgary
5.			x			x				Oilers
6.				x			x			Les Lakers
7.	x				x					Celtics de Boston
8.				x	x					Eskimos d'Edmonton
9.	x					x				Blue Jays
10.	x	x				x				Les Expos
11.				x					x	Les Bruins de Boston ou Penguins de Pittsburgh

1.2

Answers will vary.

1.3

Textbook question 1:

- | | |
|-------------------|------------------------|
| 1. un chapeau | 11. un smoking |
| 2. une jupe | 12. un chemisier |
| 3. des baskets | 13. des chaussettes |
| 4. une cravate | 14. un maillot de bain |
| 5. un bermuda | 15. un sweatshirt |
| 6. une chemise | 16. un jean |
| 7. une veste | 17. un tee-shirt |
| 8. une robe | 18. un blouson |
| 9. un survêtement | 19. des lunettes |
| 10. un anorak | 20. des chaussettes |

1.4

Textbook question 2:

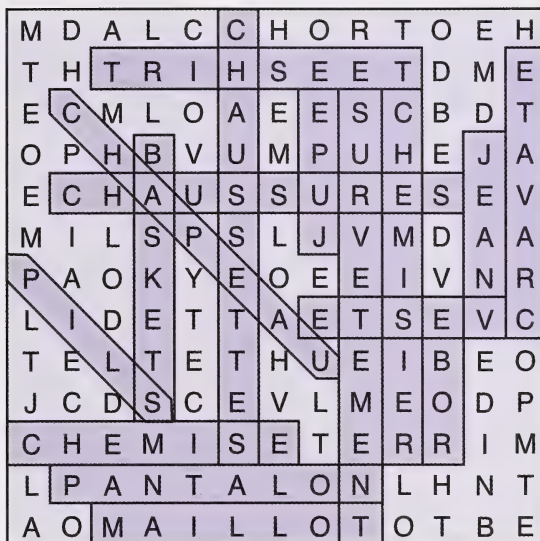
- a. jaune: *C'est un chapeau jaune.* C'est une jupe jaune. C'est un sweatshirt jaune.
- b. bleu: C'est une cravate bleue et grise. C'est un bermuda bleu. C'est une chemise bleue et blanche. C'est un jean bleu.
- c. blanc: Ce sont (C'est) des baskets blanches. C'est une chemise bleue et blanche. C'est un tee-shirt blanc. Ce sont (C'est) des chaussettes blanches.
- d. vert: C'est une veste verte. C'est une robe verte. C'est un maillot de bain vert.
- e. noir: Ce sont (C'est) des chaussures noires. C'est un blouson noir. Ce sont (C'est) des lunettes noires.
- f. rouge: C'est un anorak rouge. C'est un chemisier rouge.
- g. gris: C'est une cravate bleue et grise. C'est un survêtement gris. C'est un smoking gris.

1.5

You complete this oral assignment with your facilitator or teacher.

1.6

1.



2. jaune bleu
rouge blanc
vert marron
noir gris

1.7

Textbook question 5:

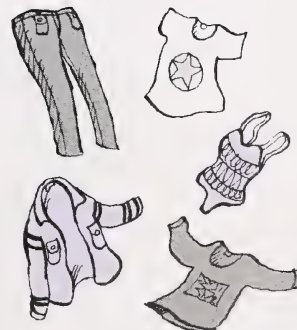
Safia: B, D

Eric: C

Nadine: A

1.8

Here are the items that you are going to take on a weekend trip.
Find out from your partner whether he or she is taking the same
clothes as you or different ones.



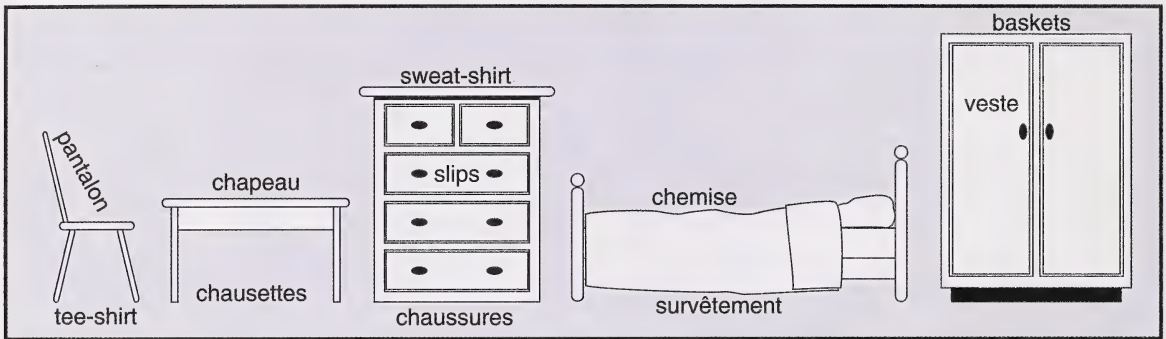
1.9

Textbook question 6:

Are your drawings recognizable as items of clothing? Get a second opinion from a friend or classmate. The rest of this activity is done orally.

1.10

Textbook question 11:



1.11

Textbook question 12:



1.12

The items you found and listed on your tape are indicated by numbers in this illustration.



Section 1: Activity 2

2.1

Picture d is Danielle.

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

2.2

These are the clothes that the partner in this activity can use to answer questions about what he or she is going to wear tomorrow.



Another question that you can ask is “**Qu’est-ce que tu vas mettre?**”

2.3

New terms might include **été** (summer), **rayé(e)** (striped), **pièces** (pieces), **pois** (polka dots), **soleil** (sun), **maillot** (swimsuit or jersey), **un maillot de corps** (undershirt), **foncé(e)** (dark), **imperméable** (raincoat), **pâle** (pale), **cuir** (leather), **collants** (tights), **vif** (bright), **tuque** (woollen hat). Was it fun drawing them?

2.4

Descriptions are given on the tape.

2.5

Your answers should express these ideas in your own words.

Jean Lassègue: Jean porte un survêtement gris et un tee-shirt blanc. Il a un débardeur violet et des baskets bleues et blanches.

Sarah Jacobs: Sarah a des chaussures rouges et un pantalon jaune vif. Elle porte un chemisier bleu et blanc.

Sophie Thireau: Sophie porte un sweatshirt orange et une jupe bleu. Elle a des chaussettes et des souliers.

Patrick Civardi: Patrick porte des chaussures et il a un pantalon vert pâle. Il porte un tee-shirt blanc et un chandail jaune.

Katya Tedjni: Katya a des bottes brunes et un jean, bleu naturellement. Elle a une chemise rouge et un blouson noir.

2.6

Each picture should have a check mark. They are presented in order.

2.7

1. le chandail: vert, petit
2. la robe: belle, grande
3. le jean et le tee-shirt: confortable
4. le complet de jogging: beau, grand, confortable
5. les chaussures: grandes, confortables, à la mode

2.8

1.	le chandail	<u>trop</u> petit
2.	la robe	<u>très</u> belle <u>trop</u> grande
3.	le jean	<u>très</u> confortable
4.	le complet	<u>assez</u> beau <u>très</u> bien <u>assez</u> grand <u>assez</u> confortable <u>très</u> confortable
5.	les chaussures	<u>trop</u> grandes <u>très</u> confortables <u>très</u> à la mode

2.9

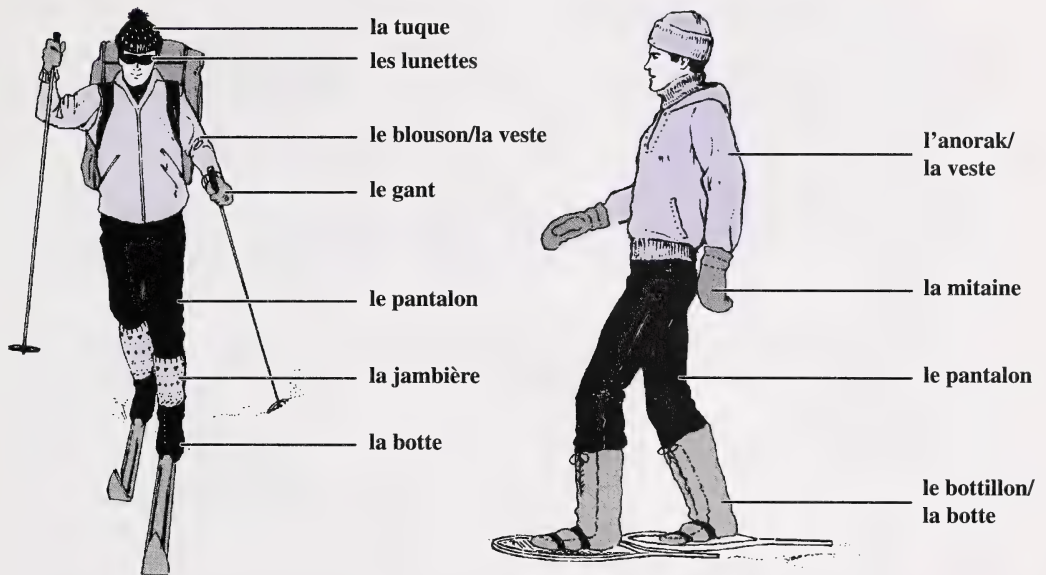
The answers are given on tape segment 512. Here are the written responses:

1. Le masque protège les **yeux** et les **dents**.
2. L' **épaulière** protège les épaules et les bras.
3. La jambière protège la **jambe** .
4. Le casque protège la **tête** .
5. Le **gant** protège la main.
6. Le **masque** protège le nez.
7. Le protège-coude protège le **coude** .
8. La genouillère protège le **genou** .
9. Le **patin** protège le pied.
10. La ceinture de maintien protège la **hanche** .

2.10

The answers to the quiz should be similar to your answers for Activity 2.9, although the order and wording will vary.

2.11



2.12

This is done orally.

Section 1: Activity 3

3.1

1. docteur (picture f)
2. journaliste (picture h)
3. ouvrier, mécanicien (picture k)
4. agent de police, gendarme (picture g)
5. actrice (picture c)
6. chauffeur (picture b)

3.2

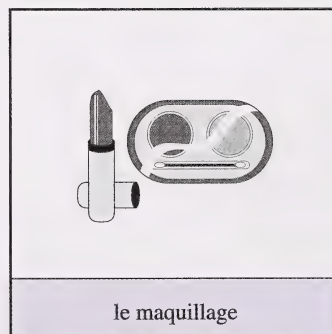
Voici les activités de ces personnes:

1. B Pierrette joue au tennis.
2. F Mme Gravel va a une soirée.
3. C Jacques joue au golf.
4. A M. Smith va travailler.
5. D Roger fait du cyclisme.
6. E Evelyne danse; elle fait du ballet.

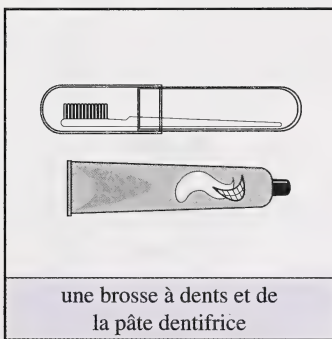
3.3

The list may include such things as mouthwash, toothbrush, toothpaste, soap, wash cloth, towel, shampoo, hair conditioner, shower, tub, sink, tampons, make-up, razor, hairbrush, comb, aftershave, and deodorant.

1.



2.



3.4

Marie: Sac B

Janelle: Sac C

Paul: Sac E

Mathieu: Sac D

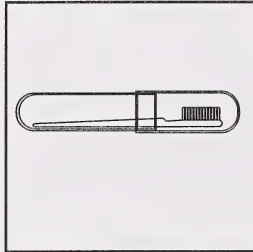
Unclaimed bags:

Sac A:
serviette
rasoir
pâte dentifrice
peigne
brosse à dents

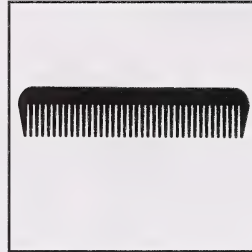
Sac F:
serviette
savon
brosse à dents
brosse à cheveux
pâte dentifrice

3.5

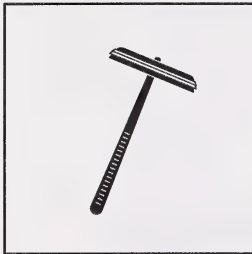
Here are some sample drawings of the items indicated:



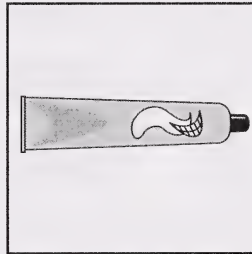
1. une brosse à dents



2. un peigne



3. un rasoir



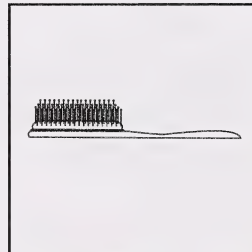
4. de la pâte dentifrice



5. un désodorisant



6. du shampooing



7. une brosse à cheveux

3.6

Pictures selected will vary.

3.7

1V



6V



4V



2H



3V



4H



7V



3H



5V



2V



5H



1H



8H



8V



6H



1P E I G N E

A

N

T

A

L

O

N

2C H A N D A I L

H

A

P

E

3C H A U

S

E

T

E

4S

O

5S A V O N

6S A N D A L E S

7C H

O

8S E R V I E T T E

A

S

O

I

R

9I M P E R M É A B L E

4S O U S V Ê T E M E N T

L

I

E

R

5H O R T S

6M

I

L

7L U N E T T E S

9H



French 13

3.8



Section 1: Follow-up Activities

Extra Help 1

Textbook question 5:

- A. Sarah
- B. Katya
- C. Sophie
- D. Jean
- E. Patrick

Extra Help 2

Textbook question 6:

- a. Katya
- b. Jean
- c. Sarah
- d. Patrick
- e. Sophie

Extra Help 3

You may have listed the lost items in any order.

PERDU:
_____ un appareil photo
_____ un bermuda
_____ un tee-shirt
SIGNATURE: _____

You may have listed the found items in any order.

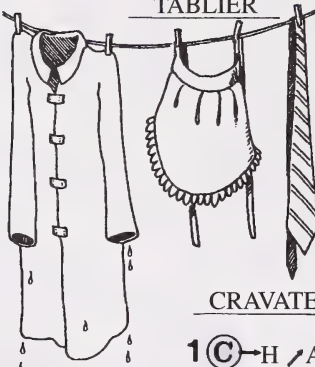
TROUVÉ:
_____ une robe
_____ un blouson
_____ des baskets
SIGNATURE: _____

Extra Help 4

This is all oral.

Extra Help 5

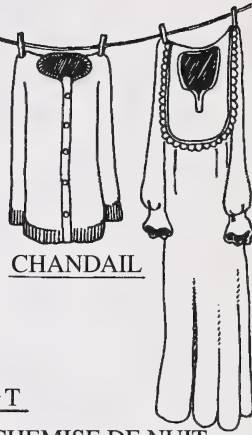
TABLIER



CRAVATE

P	M	I	A	O	T	E	I
E	R	E	L	B	T	U	N
I	O	B	A	V	A	J	Q
Q	L	T	I	E	L	R	S
U	I	S	D	U	F	C	A
M	E	A	N	T	O	B	E
C	H	D	E	A	P	X	S


CHANDAIL




CHEMISE DE NUIT

IMPERMEABLE


PONTOUFLE



BOTTE













CASQUETTE ¹



1 ③ H / A → N ↓ D / A \ I ↑ L
 2 ③ H | E → M / I → S / E \ D → E ↑ N / U \ I → T
 3 ③ T / A → B / L \ I ↓ E → R
 4 ③ I → M → P | E → R | M \ E / A \ B → L → E
 5 ③ P → A \ N → T → O \ U → F | L → E
 6 ③ B | O → T ↓ T / E
 7 ③ R \ A → V → A ↑ T / E
 8 ③ A | S | Q \ U | E → T ↓ T / E

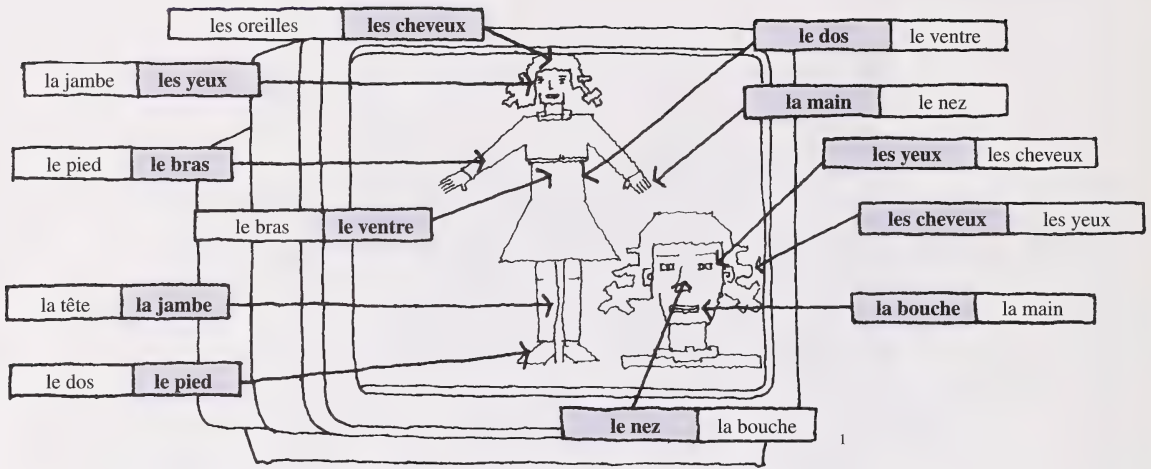
¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Extra Help 6

1.	<div>U E P J</div>	JUPE	9	
2.	<div>L U P A R A P I E I</div>	PARAPLUIE	6	
3.	<div>H P C A A U E</div>	CHAPEAU	10	
4.	<div>C H S M E I E</div>	CHEMISE	8	
5.	<div>Y M P A J A</div>	PYJAMA	2	
6.	<div>P T L A A N N O</div>	PANTALON	3	
7.	<div>R O L U S I E</div>	SOULIER	1	
8.	<div>O E B R</div>	ROBE	4	
9.	<div>T A L I L O M</div>	MAILLOT	5	
10.	<div>E H T A T C E S U S</div>	CHAUSSETTE	7	

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Extra Help 7



Enrichment 1

1. 5.
2. 6.
3. 7..
4. 8.

In the written form, the colour adjectives describing feminine nouns will add an e.

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

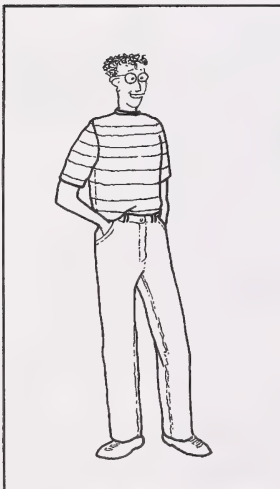
Section 2: Activity 1

1.1

Descriptive terms given in the narration:			
Colour	Size	Fabric	Expressions of Style
vert jade bleu bleached blanc noire	grand épais courte longue courte hautes	en soie en laine en cuir en coton ouaté en nylon	à la mode très chic le dernier cri élégante dans le vent super la dernière mode avant-garde
Descriptive terms given in the questions only:			
rouge	petit	en coton en polyester en denim	à la page
Other descriptive terms not in these categories:			
froid, chaud beau, nouvelle, bonne spéciale			

1. un cardigan (vert jade rouge rayé)
un (petit grand beau) sac de sport
2. un chandail (épais spéciale super)
3. Jeanne est (à la mode avant-garde à la page).
une veste à manche (longue courte blanche)
4. C'est (à la mode le dernier cri à la page).
une veste (en soie en coton en cuir)
5. un tricot (en laine en coton en polyester)
une jupe (assez noire assez longue trop longue)
6. un blouson (en cuir en coton en denim)
7. un anorak (froid chaud noir)
8. un survêtement (en laine en nylon en coton ouaté)
9. des bottes (courtes hautes noires)
10. une (nouvelle bonne belle) tenue

1.2



Section 2: Activity 2

Widely advertised items may include seasonal fashions like shorts and bathing suits, winter coats, suits, dresses, and sports items like brand-name running shoes. Trendy clothes are featured in many ads. Other items frequently seen in ads are food and beverages, automobiles, medicines, candy, toys, and so on.

They may be advertised through radio, television, newspapers, magazines, flyers, billboards, and so on. Clothing ads are very common in magazines, billboards, and flyers, but less common on TV and even more rare on radio. Advertising serves to show what new styles are available. Some will attract people and thus become popular.

2.1

1. Le défilé est organisé par –
 - ☐ a. les étudiants
 - ☐ b. les professeurs
 - ☐ c. les étudiants et les professeurs
2. C'est un défilé de –
 - ☐ a. monde
 - ☐ b. moderne
 - ☒ c. mode
3. La date du défilé est –
 - ☐ a. le 20 février
 - ☒ b. le 21 février
 - ☐ c. le 21 janvier
4. Les étudiants payent –
 - ☐ a. 3 \$
 - ☒ b. 2 \$
 - ☐ c. 5 \$
5. À l'intermission on sert –
 - ☐ a. du café et du thé
 - ☐ b. du thé et des pâtisseries
 - ☒ c. du café et des pâtisseries ¹



2.2

Oral Assignment: A sample announcement is provided for you on tape segment 526.

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

2.3

Compare your drawings to the samples given here.

1. Voici une jolie jupe d'été fleurie en rose et vert. Elle se porte bien avec une blouse rose en coton.



2. Pour monsieur, voici un pantalon beige-cachemire avec un veston bleu marin. Il porte une chemise en soie beige et une belle cravate fleurie.



3. Pour madame, un ensemble de travail avec blouse et pantalon en coton. Remarquez le pantalon court dernière mode.



4. Pour le sport, un short en coton blanc avec un tee-shirt violet. Il porte aussi un bandeau blanc et des chaussures de tennis.



2.4

Answers will vary. Here are some possibilities.

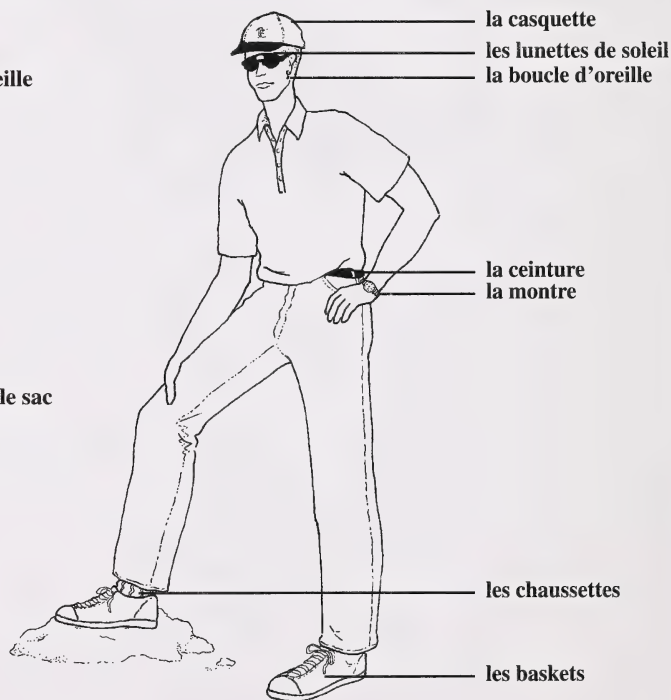
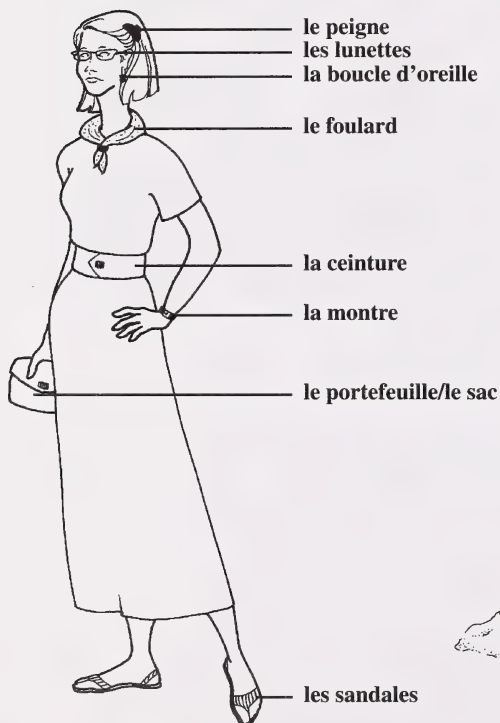
Qu'est-ce qu'elle porte ...

dans les cheveux?	le peigne
au cou?	le foulard
au bras?	la montre
à la taille?	la ceinture
aux oreilles?	les boucles d'oreille
aux yeux?	les lunettes, les lunettes de soleil
à la main?	la bague
au pied?	les sandales

Qu'est-ce qu'il porte ...

au bras?	la montre
au pied?	les baskets
à la taille?	la ceinture
sur la tête?	la casquette
à l'oreille?	la boucle d'oreille
aux yeux?	les lunettes, les lunettes de soleil

These are the items you have chosen to draw on the mannequins.



2.5

Answers will vary according to the pictures chosen.

2.6

Answers to the survey will depend on the views of the people asked. All responses are valid.

Section 2: Activity 3

Some catchwords used in advertisements for sales include

Only...! Reduced! Sale price...! Discounted to...! Now! Tremendous value! Real savings! Save 25%! Fabulous quality at...! Lowest price...!

3.1

Ad A: 1, 2, 5

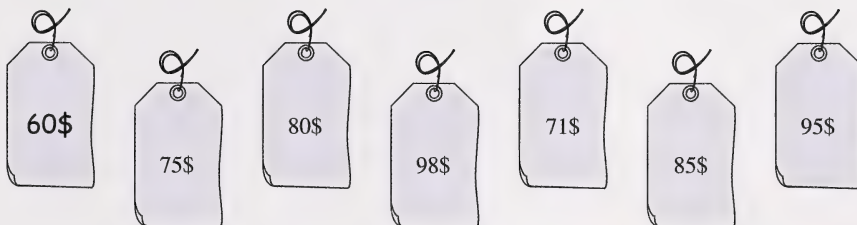
Ad B: 3, 5

Ad C: 6

Ad D: 6, 2, 4

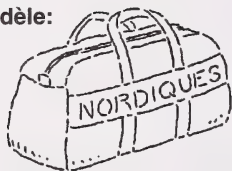
Ad E: 1

3.2



3.3

Modèle:

12,50 \$

1.

11,77 \$

2.

129 \$

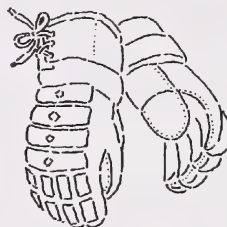
3.

23,50 \$

4.

35,75 \$

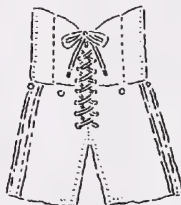
5.

54,99 \$

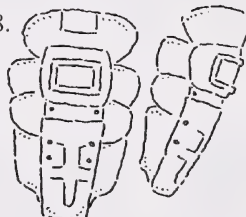
6.

18,75 \$

7.

38,95 \$

8.

41,00 \$

1

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

3.4

Item	C'est cher.	C'est bon marché.
1.	✓	
2.		✓
3.	✓	
4.		✓
5.		✓

3.5

The details will vary. The first part is done orally; the last part is answered on the tape segment.

Section 2: Follow-up Activities

Extra Help 1

Here is a list of the items of clothing and their colours as mentioned on the tape:

Article of Clothing	Colour
• maillot de bain	vert
• jupe	jaune
• chapeau	jaune
• bermuda	bleu
• chemise	bleue et blanche
• veste	verte
• lunettes	noires
• pantalon en cuir	marron
• chemisier pailleté	rouge
• blouson en cuir	noir
• tee-shirt	blanc
• jean	_____
• sweat-shirt	jaune
• baskets	rouges/blanches
• survêtement	gris
• anorak	rouge
• chaussures, chaussettes	_____
• robe	verte
• smoking	gris
• chemise	blanche
• cravate	bleue et grise

Here are some ideas for what Boris and Karine would wear for the activities indicated:

- aller à un match de football: le survêtement et le jean (ou les vêtements en cuir)
- aller à un mariage: le smoking et la robe verte
- aller à la plage: le bermuda et le maillot de bain
- aller au magasin: les vêtements en cuir (ou le survêtement et le jean)

Extra Help 2

Textbook question 3:


- sur la table: les lunettes
- sous la chaise: les baskets
- dans le sac: les chaussures et les chaussettes

Textbook question 4:

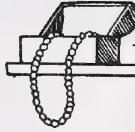
Vanessa would prefer le jean et le sweatshirt.

Extra Help 3

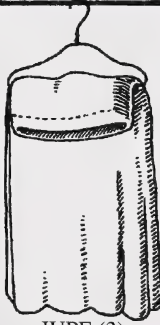
O	⁷ S	E	B	O	A	H
U	L	I	⁸ R	P	³ J	E
B	E	M	S	E	U	L
F	H	N	L	I	² A	P
J	⁶ C	O	L	R	N	D
M	⁵ A	E	¹ P	A	T	I
L	C	U	⁴ C	H	G	K




CHAPEAU (4)



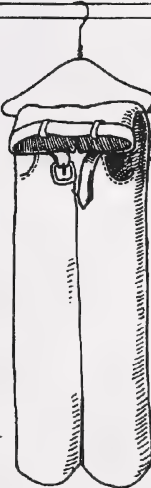
COLLIER (5)




JUPE (3)



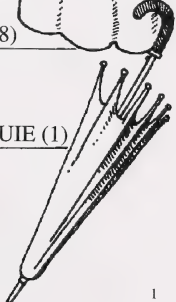
CHEMISE (6)




PANTALON (2)



ROBE (8)



PARAPLUIE (1)



SOULIER (7)

1 (P) → A ↑ R / A → P ↓ L ← U / I ↑ E

2 (P) ← A ↓ N ↓ T ← A \ L ← O ↑ N

3 (J) ↓ U \ P ↓ E

4 (C) → H ↑ A ← P ← E ← A \ U

5 (C) → O → L ↑ L → I ↑ E \ R

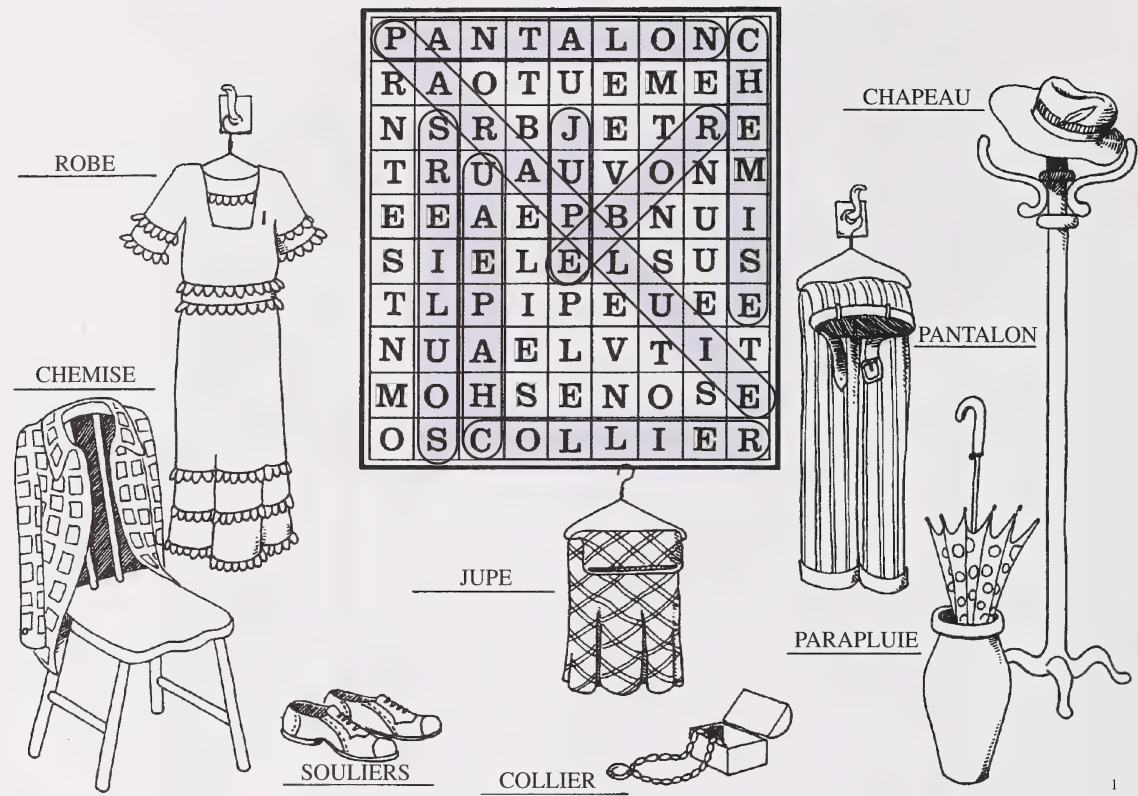
6 (C) ↑ H ↑ E → M ↑ I \ S → E

7 (S) ← O ↓ U → L → I ↑ E \ R

8 (R) / O ← B ← E

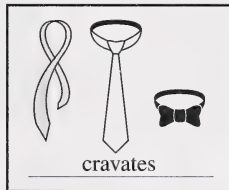
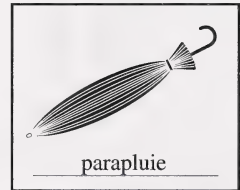
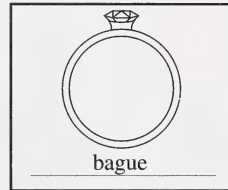
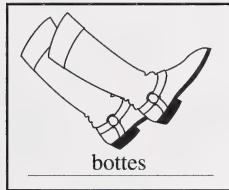
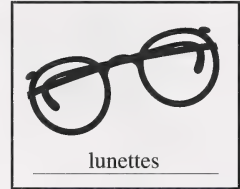
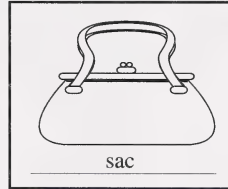
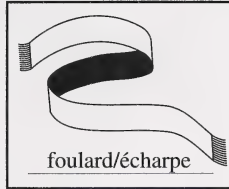
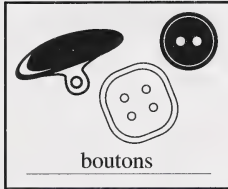
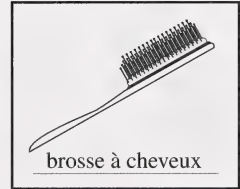
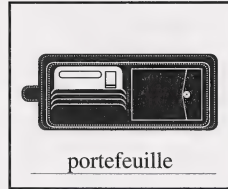
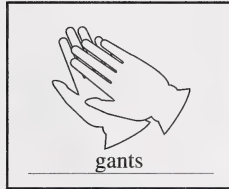
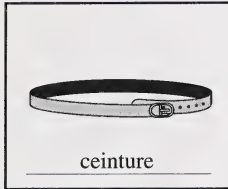
¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Extra Help 4



¹Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Extra Help 5



Extra Help 6





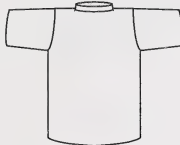
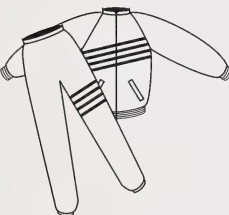
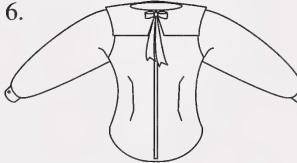




Section 3: Activity 1

1.1

- 1. You can order from this catalogue 24 h per day, seven days a week (24 heures sur 24, 7 jours sur 7).
- 2. You could order until 26 mars 2000.
- 3. The blazer is detailed on page 2.
- 4. The personality is Joanne Malar. She is an Olympic swimmer.
- 5. Orders can be placed by telephone, fax, e-mail, or online. Of course, you can order by regular mail as well, although not clearly mentioned on these two pages.
- 6. You receive a 10% discount on your first order of \$100 or more.

1.2

The word used for size is **grandeur**. The sizes are given as a range of metric measurements.

1.		petit	<input checked="" type="checkbox"/>			30	<input checked="" type="checkbox"/>	
		moyen	<input type="checkbox"/>			32	<input type="checkbox"/>	
		grand	<input type="checkbox"/>			34	<input type="checkbox"/>	
						36	<input type="checkbox"/>	
2.		petit	<input type="checkbox"/>					
		moyen	<input type="checkbox"/>					
		grand	<input checked="" type="checkbox"/>					
3.		petit	<input type="checkbox"/>		6.		6	<input type="checkbox"/>
		moyen	<input type="checkbox"/>				8	<input checked="" type="checkbox"/>
		grand	<input type="checkbox"/>				10	<input type="checkbox"/>
		x-grand	<input checked="" type="checkbox"/>				12	<input type="checkbox"/>
4.		36	<input type="checkbox"/>		7.		6	<input type="checkbox"/>
		38	<input type="checkbox"/>				8	<input type="checkbox"/>
		40	<input checked="" type="checkbox"/>				10	<input type="checkbox"/>
		42	<input type="checkbox"/>				12	<input checked="" type="checkbox"/>
5.		36	<input checked="" type="checkbox"/>		8.		6	<input checked="" type="checkbox"/>
		38	<input type="checkbox"/>				8	<input type="checkbox"/>
		40	<input type="checkbox"/>				10	<input type="checkbox"/>
		42	<input type="checkbox"/>				12	<input type="checkbox"/>

1.3

Les tableaux de grandeur

Grandeurs femmes pour jupes, pantalons, chandails, chemisiers

Grandeurs canadiennes	4	5/6	718	9/10	1112	1314	15/16	17/18
Tour de taille, cm	78	82	864	90	945	98	102	106
Tour de poitrine, cm	56	60	64	683	72	76	80	84
Tour de bassin, cm	84	88	92	96	100	104	108	112

Grandeurs hommes pour chandails, chemises

Grandeurs canadiennes	80	84	88	92	96	100	1047	106	10810
Tour de poitrine, cm	78	82	86	90	949	988	102	106	110

1.4

	Page	Description	Tissu	Couleur	Taille
1.	6D	pantalon	en coton	noir & blanc	36
2.	6E	jupe	en coton	rouge & blanche	34
3.	6B	body	coton & elasthane	blanc	34
4.	14A	tee-shirt	coton peigné	fuschia	42
5.	14B	gilet	coton & acrylique	lavande	54
6.	20	sweat à manches longues	100% coton	taupe	X-large
7.	20	sweat à manches courtes	100% coton	gris chine	moyenne
8.	21	chemise à manches courtes	coton	lilas	38
9.	21	chemise à manches longues	coton	lilas	38
10.	22	polo femmes	coton peigné	vert jade	52
11.	22	polo hommes	coton peigné	corail	112–116

1.5

- Un polo kaki pour homme, taille 96 à 100x
- Une chemise pour homme à manches longues, corail, taille 41 à 42
- Un gilet long, mandarine, taille 50
- Une robe, noir à pois blancs, taille 34 à 36

1.6 BON DE COMMANDE AMIE 3 SUISSES

à renvoyer à 3 SUISSES 1320, rue CHABANEL ouest, MONTRÉAL, PQ, H4N 3C4 ou à téléphoner.

À REMPLIR PAR VOUS-MÊME		N° CLIENT (à vous en posséder un) _____	
Je suis déjà votre cliente et vous recommande particulièrement mon amie pour sa 1 ^{re} commande. Je vous indique ci-contre mon adresse.		<input type="checkbox"/> M. <u>KARPOV</u> <input type="checkbox"/> MME <u>GINA</u> <input type="checkbox"/> M. <u>CP 1325</u> <input type="checkbox"/> M. <u>HINTON</u> <input type="checkbox"/> M. <u>ALBERTA</u> PROVINCE _____ CODE POSTAL <u>T.O.U. 1.B.O.</u>	
À REMPLIR PAR VOTRE AMIE		N° CLIENT (à vous en posséder un) _____	
CADRE RÉSERVÉ AU CONTRÔLE (NE RIEN INSCRIRE) _____ Je certifie que ceci est ma 1 ^{re} commande aux 3 Suisses (tout au moins depuis 3 ans) et que je commande pour mon propre compte. Voici mon nom et l'adresse à laquelle je désire recevoir mon colis.		<input type="checkbox"/> M. <u>RON D'AMARCO</u> <input type="checkbox"/> MME <u>PRECHER</u> <input type="checkbox"/> M. <u>JOHN ELL</u> <input type="checkbox"/> M. <u>WILL</u> PROVINCE _____ CODE POSTAL _____	

Page	Désignation	Référence	Taille/ grandeur	Quantité	Prix unitaire	Prix total
22	Pola Homme	2445354	1M	1.0	123.90	123.90
21	Chemise	2743396	1L	1.0	137.50	137.50
14	Gilet long	2547702	150	1.0	162.50	162.50
6	Robe	11240691	136	1.0	144.90	144.90

VOTRE CADEAU	JE LE CHOISIS ET JE NOTE ICI SA RÉFÉRENCE	Je coche ici <input checked="" type="checkbox"/>	GRATUIT
LES CADEAUX DE VOTRE AMIE	010.310147 +		GRATUIT Pour 40\$ de commande

Sa première commande (40\$ minimum) lui donne droit à ce bracelet et au prochain gros catalogue des 3 Suisses.	JE CHOISIS MON MODE DE PAIEMENT JE JOINS À MA COMMANDE: JE PAIE AVEC MA CARTE:	Total des articles Participation aux frais de douane et d'envoi
<input type="checkbox"/> un mandat-poste <input type="checkbox"/> un chèque bancaire <input type="checkbox"/> un virement au chèque 3 Suisses	<input type="checkbox"/> Visa <input type="checkbox"/> Mastercard Signature (obligatoire) _____ J'inscris mon n° _____ (En commandant aux 3 Suisses, je m'engage à choisir le service de livraison qui procède au débarras de mes articles)	Total A > _____ Total B > _____ Total C > _____ Total D > _____ TOTAL À PAYER > _____

COMMENT RECEVOIR VOTRE CADEAU	LES CADEAUX DE VOTRE AMIE
<ol style="list-style-type: none"> INVITEZ une amie à passer sa 1^{re} commande aux 3 Suisses et recevez chacune un cadeau! AIDEZ-LA à rédiger son 1^{er} bon de commande ci-dessus. Plus simple encore: passez votre commande "Amie" par téléphone! CHOISISSEZ votre cadeau au verso et notez sa référence sur le bon de commande "Amie" ou donnez-la à votre conseillère téléphone. Vos cadeaux, celui de votre amie et le vôtre, seront dans le colis de votre amie.	<p>En plus, votre amie recevra GRATUITEMENT dès sa parution le prochain gros catalogue 3 Suisses.</p>

1 3 Suisses for the order form from *Sélections des meilleurs produits du Catalogue Printemps-Été 1991*. Reprinted by permission of 3 Suisses, Croix, France.

Section 3: Activity 2

2.1

This involves listening only.

2.2

1.



2.



3.



2.3

This is done orally.

2.4

Vêtements	Couleur	Taille	Valeur	
			cher	bon marché
tee-shirt	jaune	grand		x
complet	gris	44		x
jupe	bleue	petite 6		x
robe	rose	10 ans	x	
chandail	violet	moyen		x

¹ Industrie Canada/Industry Canada, *Lisons les étiquettes*, [Strategis.ic.gc.ca/Follow the Signs](http://Strategis.ic.gc.ca/Follow%20the%20Signs), Strategis.ic.gc.ca. Reproduit avec la permission du Ministre des Travaux publics et Services gouvernementaux Canada, 2000/Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2000.

2.5

You complete this oral assignment with your facilitator or teacher.

2.6 – 2.7

These are done orally.

2.8

Objet	Style	Couleur	Taille	Tissu
Modèle		x		
1.			x	
2.				x
3.			x	
4.	x			

2.9

This is done orally.

2.10

1.

NOM	<i>Roch Séguin</i>
ADRESSE	<i>135 - 199e rue</i>
NUMÉRO DE TÉLÉPHONE	<i>557-0818</i>
ARTICLE RETOURNÉ	<i>chandail</i>
RAISON	<i>couleur</i>

2.

NOM	Marie Tremblay
ADRESSE	12 rue Boulanger
NUMÉRO DE TÉLÉPHONE	230-2354
ARTICLE RETOURNÉ	jupe
RAISON	grandeur/taille

3.

NOM	Henri Lemieux
ADRESSE	5 boulevard de l'École
NUMÉRO DE TÉLÉPHONE	238-8265
ARTICLE RETOURNÉ	blouson
RAISON	pas lavable

4.

NOM	Jacques Lepetit
ADRESSE	168 rue Lacombe
NUMÉRO DE TÉLÉPHONE	463-5496
ARTICLE RETOURNÉ	tee-shirt
RAISON	grandeur/taille

5.

NOM	Sophie Lafleur
ADRESSE	543 rue du Stade
NUMÉRO DE TÉLÉPHONE	557-0818
ARTICLE RETOURNÉ	robe
RAISON	style/pas confortable

Section 3: Follow-up Activities

Extra Help 1



Extra Help 2

1. b Je cherche un chemisier taille 8.
 a Est-ce que je peux vous aider?
 e Peut-être la semaine prochaine.
 c Je regrette, il n'y a pas de taille 8.
 d Quand est-ce que vous allez en recevoir?

2. f Nous avons un chandail noir taille 38.
 b Est-ce que vous avez des chandails noirs?
 a Bonjour, est-ce que je peux vous aider?
 c De quelle taille?
 d Je prends un chandail taille 40.
 g Je vais l'essayer.
 e Voici les chandails taille 40, mais il n'y a pas de noir.

3. c Certainement, la cabine est par ici.
 f Elle vous va très bien, Madame.
 e Essayez une 9-10. C'est un beau jaune canary.
 a Vous désirez, Madame?
 d Je ne sais pas. Elle est trop petite.
 g C'est parfait. Je l'achète.
 b Je voudrais essayer cette robe jaune, s'il vous plaît.

Enrichment 1

	moins cher	aussi cher	plus cher
1. les espadrilles			x
2. les pantalons	x		
3. les chemises		x	
4. les ceintures	x		
5. les robes			x
6. les blousons			x
7. les chaussettes	x		
8. les bottes	x		
9. les complets			x
10. les blouses		x	

Enrichment 2

- b 1. Ce soir les deux filles vont ...
 a. au bal
 b. chez Eaton
 c. à St. Isidore
- b 2. Pour aller au bal, Nicole a besoin d' ...
 a. un pull
 b. une robe
 c. un blouson
- c 3. Chez Eaton on a un rabais de ...
 a. 14%
 b. 30%
 c. 40%
- a 4. Le rabais est sur les ...
 a. robes
 b. blousons
 c. pulls

- b 5. Si elle ne trouve pas de robe chez Eaton, Nicole va ...
a. chez la Baie
b. dans les boutiques
c. chez Sears
- c 6. La fin de semaine, c'est ...
a. l'anniversaire de Nicole
b. l'anniversaire de mariage de Suzanne
c. l'anniversaire de mariage des grands-parents de Suzanne
- b 7. Les grands-parents de Suzanne habitent à ...
a. St. Paul
b. St. Isidore
c. St. Albert
- c 8. Suzanne revient ...
a. vendredi
b. samedi
c. dimanche

Enrichment 3

1. Le client veut acheter un complet en laine et une chemise .
2. Le complet dans la vitrine (*display window*) est de couleur grise .
3. Le client cherche un complet de taille 36.
4. La chemise est 50% coton et 50% polyester .
5. La chemise est disponible (*available*) avec des rayures bleues , brunes , ou noires .
6. Le client n'achète pas le complet , mais il achète trois chemises .
7. La TPS (*GST*) est 7 %.
8. Alors, la TPS sur 75\$ est 5,25 \$.



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French 13
Student Module Booklet
Module 5

2000